NOTICE: This publication is available digitally on the SAF/AAD WWW site at: http://afpubs.hq.af.mil. If you lack access, contact your Publishing Distribution Office (PDO).

This manual was developed in support of Air Force Policy Directive (AFPD) 36-22, *Military Training,* and Air Force Instruction (AFI) 36-2201, *Developing, Managing, and Conducting Training,* (formerly Air Force Regulations (AFR) 4-66, 8-13, 50-1, 50-8, 50-9, 50-12, 50-19, 50-22, 50-23, 50-38, 50-42, 50-44, and 50-54; Air Force Pamphlet (AFP) 50-58; and Air Force Manual (AFM) 50-2) to help Air Force Career Field Managers (AFCFM) and Major Command (MAJCOM) Functional Managers (MFM) administer education and training responsibilities. This manual addresses how to initiate and manage a Utilization and Training Workshop (U&TW), develop a Career Field Education and Training Plan (CFETP), process waiver requests, manage Career Development Courses (CDC), and merge career fields. It provides a paced approach to accomplishing these tasks with numerous examples illustrating each step. Effectively done, these actions can establish a coherent architecture for a career field education and training program, and produce airmen better equipped to meet the demands of the 21st century. This guide provides the road map to successfully meet these objectives.

Supplements to this manual are authorized at any level. Submit suggestions for improving this manual through channels to HQ AFMPC/DPMYME, 550 C Street West, Ste 35, Randolph AFB TX 78150-4737. Refer to **Attachment 1** for glossary of abbreviations, acronyms and terms.

Chapter 1

CAREER FIELD MANAGEMENT

1.1. Responsibilities. The AFCFM is appointed by the respective HQ USAF Deputy Chief of Staff/ Assistant Chief of Staff to ensure development, implementation, and maintenance of CFETPs for the assigned Air Force specialties. AFCFMs communicate directly with MFMs and Air Education and Training Command Training Mangers (AETCTM) to disseminate Air Force and career field policies and program requirements. The AFCFM uses the U&TW as a forum and quality control tool to determine and manage career field education and training requirements as they apply to mission needs. The major benefits from the U&TW process are the participation and input from the field. The AFCFM develops a CFETP as the core education and training document for a specialty. This is an optional document for officers. Normally developed from the U&TW, the CFETP establishes the framework for managing career field education and training; that is, the CFETP specifies the what, when, where, and how to progress. When career field personnel fail to meet the established education and training requirements, or possess exceptional qualifications which meet or exceed the established requirements, AFCFMs possess the authority to waive CFETP requirements, including CDCs. The waiver option allows AFCFMs to retain or accelerate individuals in training when it is in the best interest of the Air Force. AFCFMs also oversee the CDC program for the assigned specialties. Specifically, AFCFMs review the CDCs for accuracy, initiate action to develop new or revise CDCs to meet new needs, and determine the appropriate CDCs to use when career fields, under their control, merge.

Chapter 2

U&TW PROCEDURES

2.1. Step 1--Determine the Need for a U&TW. Determine the need for a U&TW to decide what purpose the U&TW will serve. The need may be management directed, as was done by the Chief of Staff of the Air Force (CSAF) to implement Year of Training policies within each career field, or a functional community choice based on changes to career field mission or roles. In either case, a U&TW allows AFCFMs to better manage the quality of airmen by periodically reviewing and evaluating the methods and means of effectively training them. The U&TW has a wide range of uses. Specifically, the U&TW serves as a forum and a quality control tool. (See **Attachment 2**, **Figure A2.1.**)

2.1.1. As a forum, the U&TW is used to determine education and training requirements by bringing together the expertise necessary to establish the most effective and efficient mix of formal and on-the-job training for skill level of a specialty, prepare training standards, and set responsibilities for providing training.

2.1.2. As a quality control tool, the U&TW helps to ensure accuracy, feasibility, and viability to the specialty and allows merging career fields to determine transitional training requirements and plan for any constraints.

2.2. Step 2--Conduct Research. In-depth research is the key to effectively conducting a U&TW and eventually preparing a CFETP. Thorough preparation is essential because U&TWs usually involve a large number of representatives, cover a wide range of information and decisions, determine the training necessary for airmen in a specialty to perform the mission, result in large designation of resources, and direct millions of training and study hours. Begin research when the decision to conduct a U&TW and develop a strawman CFETP is made. Research involves three steps: identifying points of contact, gathering supporting documents, and acquiring information from each source.

2.2.1. Identify Points of Contact. MFMs or appointed field representatives will provide the most accurate and up-to-date information to enhance the decisions made at the U&TW. Therefore, AFCFMs must have a current MFM listing, which includes name and rank of the point of contact, duty phone and FAX number, MAJCOM, base, organization, and office symbol. Other agencies to be contacted include the Extension Course Institute (ECI), Air Education and Training Command (AETC) Training Group CDC technical writer, Air Force Occupational Measurement Squadron (AFOMS), Air Force Military Personnel Center (AFMPC) classification analysis section and any other agency providing resources supporting your specialty training requirements. (See **Figure 2.1.**)

2.2.2. Gather Supporting Documents. Gather documents that drive requirements and responsibilities of the field, then review and evaluate the pertinent information. Acquire any document that provides policy, procedure, or information to assist in the management of the specialty. Some examples are AFPDs, AFIs, Air Force Manuals (AFMAN), or Air Force Pamphlets (AFPAM). AFOMS can provide occupational support data, such as occupational survey reports (OSR) and training extracts. The AFSC specialty training standard (STS), Part II of the CFETP, will provide the previously designated tasks and technical references. The AETCTM for the AFSC should be the focal point for policy, procedure, or information relating to the development of training and can provide the course training standard (CTS), course chart, and the plan of instruction for any technical training courses

effecting your specialty. Additional documents that may be available for use in identifying training requirements and developing training standards include: Field Evaluation Questionnaire Summaries (FEQS) and training deficiency reports. The AFCFM should be on distribution for these documents, but contact the AETCTM to ensure they have the most current documents. AFMAN 36-2105, *Officer Classification,* and AFMAN 36-2108, *Airman Classification*(formerly AFRs 36-1 and 39-1, respectively) contain the official specialty descriptions.

2.2.3. Gather Information from MFMs. The best, and quickest, method for gathering information from MFMs is to send a message. The message should ask pertinent questions that will be used to determine minimum training requirements, standards, and support resources, and develop the strawman CFETP. **Attachment 2**, **Figure A2.1.** and **Figure A2.2.**provide an example of an information gathering message.

2.2.3.1. Identify Job Descriptions. Ask MFMs to review the existing specialty descriptions and provide recommendations for changes. The Air Force Specialty (AFS) description is currently available in officer and airman classification instructions (AFMANs 36-2105 and 36-2108). These career field descriptions provide a representation of the duties and responsibilities performed and the technical and supervisory skills required by skill level. The description does not attempt to include all duties and responsibilities of all jobs in the specialty. These details will be identified in the CFETP, Part I.

2.2.3.2. Identify Job Performance Requirements. This information is available in the STS, Air Force job qualification standard (AFJQS), command job qualification standard (CJQS), and Air Force specialty code (AFSC) OSR. Ask MFMs to review these documents with their community and provide recommendations. This product should be a definitive list of all duties and tasks of the job. Remember, all CJQS information will be contained in the published CFETP. It may also include the equipment or materials involved with work requirements.

2.2.3.3. Identify Skill Level Training Requirements. This information is available in the AFS training standard. To accelerate the responses, send a copy of all unique documents, like the CTS, to the MFMs. Request the MFMs annotate the training standards (STSs and CTSs) with the level of training required for each task or knowledge.

2.2.3.4. Identify CDC Requirements. Review the STS to identify the tasks and/or subject knowledge covered in the formal CDC package. ECI can also provide information pertaining to the CDC material and any other specialty unique exportable support material. Also, consider reviewing the compatibility critique generated by the Specialty Knowledge Test (SKT) rewrite team.

2.2.3.5. Identify Wartime Training Requirements. Use your available training standard (CFETP, STS, and AFJQS) for this information. Wartime tasks are those tasks that must be taught when courses are accelerated in a wartime environment.

2.2.3.6. Identify Core Tasks. Core tasks are those identified as a minimum qualification requirement within an AFS/AFSC or duty position. MFMs should provide a comprehensive list of minimum qualification task requirements, by skill level, duty position, or both. As the AFCFM, you are the final authority on these requirements for your AFS/AFSC.

2.2.3.7. Identify any MAJCOM Unique Requirements. MFMs identify MAJCOM specific training requirements, and should be prepared to offer all available resources to assist in implementing or supporting these needs. These inputs give an overview of the unique, or perceived as

unique, MAJCOM requirements. Remember, the MAJCOM requirements must be part of the CFETP. Before the CFETP is published, it must be a life-cycle document that supports every MAJCOM.

2.2.3.8. Identify Supporting Resources. Be aware of all resources available to assist in implementing any expanded training. This includes instructor authorizations; training equipment and aircraft, with associated logistics support costs, such as maintenance, supply, contracts, etc.; and authorizations to increase student training days (for AFSC awarding courses) or TDY-to-school funds (for supplemental courses), and the method by which to acquire them. The AETCTM can provide information on current resources being used to support existing courses and identify any future needs as stated in the appropriate AETC Mission Area Plan (MAP).

2.2.3.8.1. Budgeting Process. The Biennial Planning, Programming, and Budgeting System (BPPBS) is the process used within the DoD to identify needs, determine resource requirements, and allocate resources to accomplish the DoD mission. Knowledge of BPPBS impacts your ability to forecast fiscal year funds, change manpower requirements, and procure equipment. The planning phase of the BPPBS establishes the foundation on which the military departments build their programs and request their funds. The programming phase bridges the gap between plans and the budget. During this phase, projected requirements are met through the orderly scheduling of activities and resources. One of the major steps is the Program Objective Memorandum (POM). An important part of each POM is the identification of program costs. The POM also provides an assessment of risk resulting from budget deviations. The budgeting phase is the start of a complex system based on program decisions made by the Office of the Secretary of Defense. More information on the budgeting process can be found in the BPPBS Primer available from the Directorate of Programs and Evaluation.

2.2.3.8.2. Long Range Planning. MFMs must also be aware of the mid and long range planning and programming procedures and documentation. This includes the HQ AETC/TT Resourcing Spreadsheet, the appropriate AETC MAP, the out of cycle Program Decision Package (PDP) and local and MAJCOM strategic resourcing plans. Essential documents, such as the MAP, must be available at the U&TW.

2.2.3.9. AFSC Conversion Requirements. Identify the transitional training requirements from the losing to gaining AFSC, if your career field is merging with another. This ensures personnel have a solid baseline for the merged career field and facilitates a smooth transition to a cohesive specialty. MFMs must consider SKT requirements to ensure equity between the consolidating AFS/AFSC, and the requirements correlate to the direction the AFS/AFSC is taking.

2.2.3.10. Interservice Training Review Organization (ITRO). The ITRO process deals with the training of personnel from other armed services and government agencies. If this AFSC has ties to the ITRO process, discuss any ITRO course implementations and concerns. (Refer to AFI 36-2230, *Interservice Training* (formerly AFR 50-18).)

2.2.4. Organize the U&TW. Consider the factors cited below as an integral part of the process. Failure to consider any one of them may result in a less than successful U&TW.

2.2.4.1. U&TW Time and Place. Determine the best time and place for the U&TW by considering: preparation time, availability to a conference site, transportation, billeting, guest speakers, and administrative and equipment support.

2.2.4.1.1. Preparation Time.   Past experience indicates AFCFMs will need a 4-month lead time to manage the overall process of convening a U&TW and creating or reviewing a CFETP. Use a time line or suspense system to better manage the steps of deciding when to convene the U&TW. Make sure to include the projected U&TW inclusive dates as a guide for the completion of the strawman CFETP. Also incorporate the time needed to pre-coordinate time for the strawman CFETP with your MFMs. This can ensure MFMs are aware of the proposed changes and guidelines before the U&TW begins, and allows time to bring any concerns about the upcoming changes to the meeting. The U&TW will serve as a forum to make final decisions for a career field; therefore, complete all front end analysis before convening the U&TW.

2.2.4.1.2. Conference Site.   With the inclusive dates projected, begin to coordinate issues concerning the meeting site. Hold U&TWs at the technical training squadron unless the training site cannot support it or there are extenuating circumstances. This conveniently enhances the availability of training resources, such as instructors, course material, and curriculum design personnel supporting the respective AFS/AFSC, which can further enhance the information provided to representatives. Two other factors to consider are conference space and communications. Many times a large conference room and area for several working groups require a long lead time to obtain. Also, to a lesser degree, ensure the availability of sufficient telephone lines, to include world-wide access. This is important for affording representatives the ability to coordinate issues requiring the involvement of other officials unable to attend the U&TW.

2.2.4.1.3. Billeting.   Confirm billeting availability. The availability of billeting at the conference site will affect the projected dates for the U&TW. The lack of sufficient billeting may cause a change in dates or extra effort in obtaining billeting and transportation.

2.2.4.1.4. Transportation.   Recommend car rental not be authorized unless a cost savings is realized. The host POC should reserve government vans or staff cars for transportation at the U&TW site.

2.2.4.1.5. Guest Speakers.   Decide whether to have presentations by guest speakers early in the process. This will allow the guest speakers time for any required research and will, by knowing who the speakers are, their topics, and the amount of time needed to present the material, assist in development of the tentative agenda. For example, a clear understanding of training codes, what should or should not be in training standards, and how training requirements should be stated will expedite the U&TW. The AETCTM can arrange for a briefing to assist the U&TW participants in their understanding of training standards. Additionally, provide electronic copies of the CFETP to all concerned. This will be beneficial when interim changes are made before finalization.

2.2.4.1.6. Administrative and Equipment Support.   Consider the need for additional manpower and equipment for administrative support. Decide on how information will be recorded and distributed to allow for time to acquire the added support. Close coordination with the host AETCTM can speed up this process. The necessity to document the decisions, concerns, and pertinent information discussed at the U&TW requires a determination on how the information will be maintained. This necessitates a decision on which method will be used. For example, if minutes will be taken and distributed daily, administrative support is required;

however, if an audio or visual record of events is needed, arrange for the use of a tape recorder or video camera.

2.2.4.2. U&TW Costs. A U&TW is costly to prepare for and hold. Restrict attendance to essential participants. Essential participants are those who possess the appropriate level of commitment and experience and will actively participate in the workshop. If using other than unit funds, the funding authority should provide for the AFCFM, voting representatives from the MAJCOM (usually the MFM), and a representative from HQ AFMPC. The MFM typically serves as the subject matter expert (SME). Schoolhouse representatives--AETCTM, training specialists, course developer, and CDC writer--should be available at the U&TW site. Recommended funded attendance should not exceed 15 to 20 people. Remember, these are working groups--the more people, the less manageable. Final determination of attendees will be a joint decision between the AFCFM and the agency responsible for funding. *Note: If the U&TW is held at a site other than the training group, include the AETCTM, training specialist, course developer, and the CDC writer in the funding.*

2.2.5. Draft and Forward a Message Announcing U&TW Time/Place. This may be part of the information gathering message. (See **Attachment 2**, **Figure A2.3.**)

2.2.6. Monitoring Activities. Establish a paper trail during the process to provide a visual record of actions and decisions. This helps track all steps, adds positive or negative aspect of completing the steps, and provides an overall picture to assist in completing all after-action items. The better the paper trail and filing system, the better your ability to review the process, enact decisions, and implement improvements for future U&TWs. (See **Attachment 2**, **Figure A2.4.**)

2.3. Step 3--Prepare Strawman CFETP Document:

2.3.1. Receive Input from MFMs. AFCFMs should begin receiving inputs from the message sent out to the field to gather information. If information tends to return slowly, a subsequent message reemphasizing the suspenses and the need to meet the suspense may be warranted (See **Attachment 2**, **Figure A2.5.**). Consolidate and arrange this information for easy review. Ensure the replies you receive provide you with all the necessary information to draft the strawman CFETP. Follow-up with the respondents if you haven't received the requested information. (See **Attachment 2**, **Figure A2.6.**)

2.3.2. Determine Assistance Required. Can the AFCFM develop the strawman CFETP without assistance? If the AFCFM is an SME for the specialty, they may feel comfortable in developing, or actually producing the strawman CFETP. If not, you may want to task a MFM or small group of experts to assist in developing the strawman CFETP. The working group should consist of the AFCFM, selected MFMs, and the AETCTM. This working group creates the strawman CFETP which will be forwarded to all MFMs for review and input prior to convening the U&TW. (See **Attachment 2**, **Figure A2.7.**)

2.3.3. Draft and Edit Strawman CFETP. Draft the CFETP to ensure it meets Air Force and career field needs. The CFETP is a comprehensive education and training document that identifies life-cycle education and training requirements, training support resources, and minimum core task requirements for every specialty. It will provide personnel a clear career path to success and instill rigor in all aspects of career field training. The CFETP has two main parts. Construct your CFETP according to paragraph **3.1.**, Constructing CFETPs.

2.4. Step 4--Prepare for the U&TW:

2.4.1. Draft and Forward a Message.   Send a message announcing the specifics of the U&TW to all MFMs and effected agencies. Include the location of the meeting (i.e. base, building, rooms), travel days, inclusive dates of the meeting (i.e. length of days, hours per day), billeting arrangements to include type (on or off base, contract) and probable cost, transportation requirements, training group and host site POCs (if different), information about the strawman CFETP, mailing date and the purpose of the information provided, suspense date for return of CFETP comments and inputs, reporting instructions, and how and when U&TW representatives should reply and confirm attendance. Require confirmations to include attendees name, grade, SSN, message address, duty phone, FAX number, MAJCOM, and whether attending as a voting representative or SME. Specific funding arrangements may be required; for example, TDY orders and copies of final travel may need to be furnished to the funding agency. Also, request attending MFMs be given command authority so the CFETP can be finalized at the U&TW. (See **Attachment 2**, **Figure A2.8.**)

2.4.2. Coordinate Strawman CFETP.   Begin the coordination process once the strawman CFETP is finished, and the message announcing the U&TW is released.

2.4.2.1. Forward CFETP to MFMs.   Coordinate the CFETP with MFMs to initially validate the requirements made by field units. Make sure the suspense for the consolidated inputs is well within the projected timeline and is identical to the date cited in the message. (See **Attachment 2**, **Figure A2.9.**)

2.4.2.2. Forward CFETP to AETCTM.   Coordinate the CFETP with the technical school ensures established requirements can be feasibly met by the available staff. The AETCTM should identify any constraints at this time. (See **Attachment 2**, **Figure A2.10.**)

2.4.3. Receive Inputs From MAJCOM.   Maintain copies of all inputs for filing and reference purposes. Draft the strawman CFETP into final form when all MAJCOMs have responded.

2.4.4. Receive Return Messages.   MFMs should send a confirmation message back with all pertinent personal information and flight itineraries of the representative to attain billeting and arrange for transportation (see **Attachment 2**, **Figure A2.11.**). Use this information to determine the relative number of participants attending. Begin drafting, editing, and coordinating the welcome letters which will be part of the U&TW Handbook.

2.4.5. Develop Meeting Strategy:

2.4.5.1. Draft Agenda.   Draft the meeting agenda following the same steps used to draft the CFETP. Following this process ensures all areas are covered and the agenda almost builds itself. The working groups review sections of the draft CFETP, while the workshop forum reviews the overall CFETP (See Attachment 2, Figure A2.12.)

2.4.5.2. Devise the Workshop Seating Arrangement.   Create a seating chart for the group meetings indicating where each MAJCOM representative will sit. The seating chart provides a preplanned arrangement of personnel which will enhance the flow of the meeting, and alleviate any protocol concerns before the meeting begins. It can also be used to control informal subgroups and hidden agendas. Place the arrangement in the handbook.

2.4.5.3. Organize Working Groups.   Establish working groups to address each U&TW issue. *EXAMPLE:* STS, 7-skill level training, resident or exportable supplemental training, or CDCs. Each group should review appropriate portions of the CFETP for continuity in the applicable por-

tion of training. Obtain work areas large enough for your working groups. Arrange these working groups to encompass a wide range of career field experience along with compatible personalities. This allows representatives to focus on their objectives and the ability to voice concerns on other areas during the group meeting. Also, list the working groups and their objectives within the handbook.

2.4.5.4. Design U&TW Handbook. Prepare a draft U&TW handbook. Design the handbook to provide MAJCOM representatives with a reference to smoothly transition from start through conclusion of the meeting. The handbook should provide both business and social information attendees will need to know and use during the U&TW. Include transportation arrangements, billeting information, a welcome letter, instructions for reporting to the U&TW, maps of the base and conference site, meeting activities, seating chart, other available activities, and anything else that will enhance the meeting. Ensure the handbook is complete and enough copies are produced before the day of the meeting. (See **Attachment 3**)

2.4.5.5. Reserve Meeting Support Equipment. Develop and finalize audio visual materials to support the meeting. Acquire necessary equipment prior to the meeting. This ensures the meeting moves smoothly and adheres to the agenda. Review the materials being used to ensure serviceability and adaptability to any deviations that may occur.

2.4.6. Consider Methods to Establish Rapport. Plan an "ice-breaker" the evening before, or the evening of, the actual start of the U&TW. This satisfies the social issues and then the group can focus on the business at hand. Verify arrangements for coffee and breakfast items for the mornings of the meeting. Confirm any after-meeting functions like the "ice-breaker." Try to alleviate the unexpected. Coordinate the opening comments with the guest speakers. Make sure these arrangements are finalized before the day of the meeting.

2.4.7. Confirm Final Preparation. With the timeline nearing completion, make your final preparations. Confirm everything and finalize the agenda. Check the inclusive dates for the U&TW and the meeting facilities. Finalize the agenda with guest speakers to verify their allocated time and sequence within the U&TW. Verify all travel, billeting, and transportation arrangements. Confirm all activities which you have coordinated. Decide how you will distribute the U&TW handbooks (i.e. at billeting office, in billeting rooms, at meeting site, etc.). Completing these actions will remind you of the upcoming events, agencies involved, and provide you relative piece of mind. Knowing everything is coming together as planned, you can concentrate on the next step--conducting the meeting.

2.5. Step 5--Conduct the U&TW:

2.5.1. Maintain Meeting Protocol. The AFCFM will chair the meeting. Make sure the U&TW handbooks have been distributed. Use the agenda and the times scheduled as a firm guide. Control and direct deviations toward established goals.

2.5.2. Review, Edit and Revise CFETP. Working groups specified in paragraph **2.4.5.3.** will present their recommendations for the draft CFETP to all members of the U&TW for concurrence and inclusion in the U&TW minutes. As specified in paragraphs **2.2.3.1.** through **2.2.3.10.**, identify training requirements using a logical sequence of building information. Make sure working groups validate the CFETP by first finalizing the job description, then 3-skill level technical school requirements, wartime course requirements, 5-skill level CDC and core task requirements, 7-skill level CDC, core tasks, and formal school requirements, and, as needed, training requirements associated with the

9-skill level. Ensure training references are current and valid. The product of the meeting should be a CFETP ready for final approval from the AFCFM.

2.5.3. Discuss Resource Issues.   Determine the procedures and responsibilities for identifying and budgeting for resources needed to support new training programs. Decisions must be made on which organizations and agencies will furnish what equipment, other resources, and who will cover any required funding. Establish the no later than (NLT) delivery dates for critical resources. Decisions should be in writing and include suspense dates as necessary.

2.5.3.1. Equipment.   Document expected equipment availability dates. If equipment is available in the Air Force inventory and can be transferred to the training site, document POCs, transfer dates, transportation costs, and such. Discuss training constraints that may result if training equipment will be shared. Additional topics for discussion might include spares, predicted down times, and maintenance support.

2.5.3.2. Instructor Authorizations.   New training courses or courses with revised lengths may change instructor requirements. Work with the local Management Engineering Team (MET) to provide a manpower estimate and use this estimate to determine the need for additional manpower.

2.5.3.3. Classrooms.   Discuss classroom availability and shifting constraints with the AETCTM.

2.5.3.4. Long Range Planning.   Document long range equipment and technology requirements for a training program in the AETC MAP. Include updates, if any, in the U&TW minutes. The AETCTM incorporates any updates into the appropriate MAP to ensure short term strategy-to-task goals are maintained.

2.5.4. Establish Training Need Dates.   Establish proposed course implementation and need dates for resident and nonresident training courses and determine the resources, such as course development personnel and equipment, required to meet the milestones. Document this information in the CFETP and U&TW minutes. AFCFM must consider the following areas in establishing the need dates:

2.5.4.1. Implementing Initial Skills Training.   Consider factors affecting the implementation date for initial skill training include resources, such as manpower, facilities, and equipment, as well as the STS effective date and specialty description (AFMAN 36-2105 or 2108).

2.5.4.2. Implementing CDCs.   Consider the time required to develop and publish a CDC. The development agencies will make every effort to ensure a CDC is produced to meet the customer need date. The CDC need date is normally the first class graduation date in the new or revised basic course plus 6 months for the apprentice period. Other factors critical in determining CDC need date are mission critical needs identified by the MFMs, Weighted Airman Promotion System (WAPS) testing cycle, resource availability, and predicted ECI workload.

2.5.4.2.1. Volume Development Time.   Consider CDC Writer development time for each volume separately. For planning purposes, base development times should be based on policy established by HQ AETC/TTDP. Use the following schedule as a general rule: Change supplement (minor revision) is 30 days; simple revision is 45 days; major revision (typical) is 60 days; and extremely complicated revision (rare) is 75 days.

2.5.4.2.2. CDC Development Time.   Publishing the CDC also takes time. Total development time includes time at ECI for CDC review and edit, examination preparation, printing, and packaging. To estimate CDC development time, add the writer development time for each

volume developed or revised plus ECI development time (general review, edit, exam, finalize time is 116 days) and ECI processing time (general printing and packaging time is 40 days) to determine the overall CDC development time.

2.5.4.2.3. Customer Need Dates.   Calculate the initial customer need date based on information provided at the U&TW. The AETCTM, based on input from the CDC writer and using the general guidelines identified in paragraph **2.5.4.2.2.**, calculates projected delivery capability.

2.5.4.2.4. Negotiated Need Dates.   Establish the negotiated need date by calculating all the development and production times to project an availability date.

2.5.4.2.4.1. Calculating Minimum Production Time.   The AETCTM calculates minimum production time for CDCs by adding all developmental and production times. The process begins when the AFCFM approves the STS. *EXAMPLE:* The AFCFM approves the STS on 1 May 1995. The process moves from the AFCFM to 2AF. 2AF is responsible for course chart preparation and approval time (30 days), and research and writing time for each volume of the CDC (volume 1 = 30 days, volume 2 = 45 days, volume 3 = 45 days). From 2AF, ECI finalizes the process. ECI is responsible for review, edit, and exam preparation time (116 days) and printing and packaging time (40 days). The total process for our example takes 321 days with a minimum production date of 17 March 1996.

2.5.4.2.4.2. Calculating Customer Need Dates.   Calculate the customer need by determining the first class graduation date in the new or revised basic course and adding 6 months. *EXAMPLE:* First class starts for an initial skills course on 15 May 1995. If the course length is 45 training days (or 63 calendar days), the first class should graduate on 16 July 1995. Adding the apprentice experience period of 6 months or 180 days, establishes 12 January 1996 as the earliest enrollment date.

2.5.4.2.4.3. Setting the Negotiated Need Date.   Establish the negotiated need date and document the date in the U&TW minutes after all considerations are examined. If the customer need date exceeds the earliest date available for the produced CDCs, consider allocating this additional time to the CDC writer or to ECI. Consider alternatives if there is insufficient time to produce the CDCs, as noted in the example in paragraphs **2.5.4.2.4.1.** and **2.5.4.2.4.2.**, by answering the following questions:

Can the CDC writer adjust development time to meet need date? Can ECI predict their workload and allow a more rapid processing time? Can extra manpower be allocated to the project? Can ECI get the contractor to speed up printing? Can extra money be allocated to provide accelerated printing?

2.5.4.3. Implementing Supplemental Training.   Consider factors affecting the implementation date for supplemental training. Factors include resources, such as manpower, facilities, and equipment, as well as completing any course prerequisites.

2.5.5. Defer Unresolved Issues.   Defer areas needing additional research or coordination before a final decision can be made until some time after the U&TW is completed. Incorporate these taskings and their associated suspense dates within your meeting minutes.

2.6. Step 6--Meeting Follow-up Requirements:

2.6.1. Develop Meeting Minutes.   Draft a comprehensive account of the U&TW's activities and decisions made using the paper trail created and updated throughout the process. The meeting minutes need to incorporate all of your main decision steps to better explain the thought process used to derive the changes. The detailed background information can only enhance the implementation procedures developed during the workshop. The meeting minutes should include any required attachment to better depict the scope of the meeting. If your U&TW deferred items, include these as taskings in your meeting minutes and establish a suspense for completion of each item. (See **Attachment 4**.)

2.6.2. Receive Coordination and Completed Taskings.   With your U&TW completed and your meeting minutes distributed, you are nearing the end of your timeline. Follow-up is the key element now. At the conclusion of your meeting, you may have tasked the representatives to coordinate the CFETP, conduct additional research, verify information, or validate some training requirements within a specified period. You should receive this information now. If you do not receive the requested information by the established suspenses identified in the meeting minutes, start to follow up immediately. The longer you wait, the longer it will take you to finish the project. All training requirements and resources should be included in the CFETP to support specialty training--a sole source life-cycle training document.

2.6.3. Publish the CFETP.   Begin the publication phase once AFCFM approves the final CFETP.

2.6.3.1. Task your AETCTM to prepare a camera ready copy of the CFETP, submit a functional statement for announcement in the publishing bulletin, send it to SAF/ AAIPD for publication, and notify 2AF/DOF to index the CFETP in AFIND8, *Numerical Index of Specialized Education/ Training Publications.* Once announced, the CFETP must be indexed in AFIND8 so that field personnel may order it.

2.6.3.2. SAF/AAIPD will announce the CFETP in the publishing bulletin, publish, and distribute CFETP as "F" distribution.

2.6.4. Review the CFETP Annually.   AFCFMs will review the CFETP annually to ensure the plan is current. Evaluate your career field to see if your AFS has gone through any changes, whether mission or role related. If so, you will determine if a Utilization & Training Workshop is necessary. Remember, this is a continuous process using feedback throughout. This will satisfy the annual certification requirements of AFI 37-160, volume 1, *The Air Force Publications and Forms Management Programs--Developing and Processing Publications* (formerly AFR 5-8).

Figure 2.1. General Communication Numbers.

Organization	DSN Phone Numbers
Extension Course Institute (ECI) Operations (EDO)	596-3450
Air Education and Training Command (AETC) Training Group (TT)	487-4521
Occupational Measurement Squadron (OMSq) Analysis Flight (OMY)	487-6623
Air Force Military Personnel Center (AFMPC) Classification (DPMYMC)	487-5678

Chapter 3

CONSTRUCTING CFETPS

3.1. CFETP Format.   The CFETP is a comprehensive education and training document that identifies life-cycle education and training requirements, training support resources, and minimum requirements for each specialty. It provides personnel a clear career path to success and instills rigor in all aspects of career field training. The CFETP has two main parts, which must be designed to meet Air Force and career field needs. Therefore, construct your CFETP using the following format and guidance, and the examples of an officer and enlisted CFETP in **Attachment 5** and **Attachment 6**, respectively.

3.2. Officer CFETP Requirements:

3.2.1. Part I.   This portion of the CFETP provides comprehensive career field information. There are four sections to Part I: General Information; Career Field Progression and Information; Proficiency Training Requirements; and Resource Constraints.

3.2.2. Preface.   Create a general overview briefly describing the contents of the CFETP. Though the preface may be similar for all AFSs, tailor it to provide personnel with information unique to their specialty.

3.2.3. Abbreviations and Terms Explained.   Provide standardized definitions. Other terms may be added as needed for subject clarification or enhancement.

3.2.4. Section A, General Information.   Furnish general information on CFETP purpose and use, and procedures for coordinating and obtaining approval for updating and publishing the CFETP.

3.2.5. Section B, Career Field Progression and Information.   Provide career field duties and job progression information within the appropriate paragraph. There are four main paragraphs in this section.

3.2.5.1. Paragraph 1, Specialty Description.   This information is in paragraphs 1 and 2 of the official specialty description in AFMAN 36-2105. Because AFMAN 36-2105 has been reduced to one or two pages, this paragraph may include a more detailed narrative of the duties and responsibilities than is in the official specialty description.

3.2.5.2. Paragraph 2, Skill and Career Progression.   Create a separate subparagraph for each level of the specialty (e.g., entry, intermediate, qualified, staff) and explain how career field personnel will progress for award of each level. Outline what individuals at each level should accomplish, what positions they might be assigned, what training and Professional Military Education (PME) courses they should attend, and what they may want to consider in the area of education. Do not state what items are mandatory requirements for upgrade to the next level; this information will be covered in Section C.

3.2.5.3. Paragraph 3, Training Decisions.   Prepare an outline of the key training decisions made at the U&TW. Subparagraphs should address entry level course changes and reasons supporting the change; upgrade requirement changes for progressing to higher levels in the specialty and reasons for these changes; and proficiency training impacts to include any courses being

developed to support this area and what these courses will include. As needed, add other subparagraphs to explain other important training decisions.

3.2.5.4. Paragraph 4, Career Field Path. Create a chart depicting a clear and complete picture of education and training through all levels. The figure or illustration must be simple enough to be understood by all within the career field. Outline mandatory requirements, optional training, and other recommended items in this area. General information for the career path can be found in paragraph 3 of the official specialty description in AFMAN 36-2105. More information can be obtained from the U&TW.

3.2.6. Section C, Proficiency Training Requirements. List all mandatory training requirements for the specialty in this section. Illustrate the requirements for each level within the specialty similar to paragraph 2 of Section B, Career Field Progression and Information.

3.2.6.1. Paragraph 1, Purpose. State the purpose of the section.

3.2.6.2. Paragraph 2, Specialty Qualification Requirements. List all specialty qualification requirements from the respective official specialty description in AFMAN 36-2105. Use a separate paragraph to address the specialty qualification requirements for each level of the specialty. Make sure the paragraphs covering each level of the specialty address areas the following:

3.2.6.2.1. Knowledge. This paragraph contains the required understanding and practical skills for award of an AFS at any level. In addition to the knowledge requirements listed in the official specialty description, you may add more detail to emphasize significant knowledge needed at the specific level.

3.2.6.2.2. Education. This paragraph outlines academic study or instruction that is either a mandatory or desirable requirement for entering the specialty. Text for this paragraph must be identical to that contained in AFMAN 36-2105.

3.2.6.2.3. Training. This paragraph contains the mandatory formal training leading to the award of an AFS. Since PME is mandatory, it is not listed in the specialty description. Text for this paragraph must be identical to that contained in AFMAN 36-2105.

3.2.6.2.4. Experience. This paragraph describes mandatory military or civilian work experience for entry or award of an AFS. In addition to the experience requirements listed in the official specialty description, you may specify others for award of an AFS, such as CFETP/STS core tasks, qualification training packages, career development courses, and duty position requirements identified by the supervisor.

3.2.6.2.5. Other. This paragraph lists measurable qualifications such as physical standards, eligibility for security clearances, certifications, licensees, and so forth. Text for this paragraph must be identical to that contained in AFMAN 36-2105.

3.2.6.2.6. Training Sources. Explain all the different sources where each level of training can be obtained to meet mandatory knowledge and qualification requirements.

This should include the AFS awarding Technical School and the training it provides.

3.2.6.2.7. Implementation. Describe how and when each level of training is awarded. Include all courses and course numbers that must be completed.

3.2.7. Section D, Resource Constraints.   Identify all resource constraints which will impact the execution of education and training such as funds, equipment, and manpower. Include specific constraints for skills training, exportable training, and proficiency training.

3.2.8. Part II.   This portion of the CFETP provides a comprehensive listing of training courses and standards available to support career field training requirements. There are four sections to Part II: Course Training Standard (CTS); Training Course Index; Support Material; and MAJCOM Unique Requirements.

   3.2.8.1. Section A, CTS.   Develop the CTS to identify the qualitative requirements, qualification training requirements, available formal course or correspondence course, and the proficiency levels applicable to the AFSC designator. Make sure the CTS provides the purpose, documentation procedures, proficiency designator table explanations, and recommendations for feedback on the product or process. Remember, flexibility in organizing and grouping responsibilities allows the AFCFM to create a CFETP to function as a true training plan, guiding the individual through each phase of the career field.

   3.2.8.2. Section B, Training Course Index.   List all mandatory Air Force in-residence, field, ECI, and exportable courses used to support training for the specialty. This list will help individuals identify resources available to support training requirements. Courses under revision or development may also be listed here.

   3.2.8.3. Section C, Support Material.   List available support materials that are relevant across the specialty. Support material is any training package designed to enhance the learning process at any level of training. Some examples of support material are: qualification training packages (QTP), computer based instruction (CBI), computer assisted instruction (CAI), and correspondence courses. This material should be developed one time and made available across the Air Force. Also, list the support material in AFIND8 as "F" distribution requirements. Distribution F means the customer-user determines if they need the publication. If you do not need to use Section C, indicate this fact with the statement: "There are currently no support material requirements. This area is reserved."

   3.2.8.4. Section D, MAJCOM Unique Requirements.   Identify education and training requirements unique to specific MAJCOMs. If appropriate to prevent fragmented training, include these requirements as an attachment or appendix to the CFETP. If you do not need to use Section D, indicate this fact with the statement: "There are currently no MAJCOM unique requirements. This area is reserved."

3.3. Enlisted CFETP Requirements:

3.3.1. Part I.   This portion of the CFETP provides comprehensive career field information. There are four sections to Part I: General Information; Career Field Progression and Information; Proficiency Training Requirements; and Resource Constraints.

3.3.2. Preface.   Create a general overview briefly describing the contents of the CFETP. Though the preface is similar for all AFSCs, tailor it to provide personnel with information unique to their specialty.

3.3.3. Abbreviations and Terms Explained.   Provide standardized definitions. Other terms may be added as needed for subject clarification or enhancement.

3.3.4. Section A, General Information.   Furnish general information on CFETP purpose and use, and procedures for coordinating and obtaining approval for updating and publishing the CFETP.

3.3.5. Section B, Career Field Progression and Information.   Provide career field duties and job progression information within the appropriate paragraph. There are five main paragraphs in this section.

   3.3.5.1. Paragraph 1, Specialty Description.   This information is in paragraphs 1 and 2 of the official specialty description in AFMAN 36-2108. Because AFMAN 36-2108 has been reduced to one or two pages, this paragraph may include a more detailed narrative of the duties and responsibilities than is in the official specialty description.

   3.3.5.2. Paragraph 2, Skill and Career Progression.   Create a separate subparagraph for each skill level of the specialty (e.g., apprentice, journeyman, craftsman, superintendent) and explain how career field personnel will progress for award of each skill level. Outline what individuals at each skill level should accomplish, what positions they might be assigned, what training courses and PME they should attend, and what they may want to consider in the area of education. Do not state what items are mandatory requirements for upgrade to the next higher skill level; this information will be covered in Section C.

   3.3.5.3. Paragraph 3, Training Decisions.   Prepare an outline of the key training decisions made at the U&TW. Subparagraphs should address 3-skill level course changes and reasons supporting the change; 5-skill level upgrade requirement changes and reasons for these changes; 7-skill level upgrade training requirement changes, and 7-skill level in-residence school development and outline of what is included; and define 5- and 7-skill level proficiency training to include any courses being developed to support this area and what they will include. As needed, add other subparagraphs to explain other important training decisions.

   3.3.5.4. Paragraph 4, Community College of the Air Force.   Provide detailed information on the Community College of the Air Force (CCAF) Programs that apply to the respective AFSC. Refer to the CCAF catalog for specific programs. Make sure the following text is included as a last subparagraph: "Additional off-duty education is a personal choice that is encouraged for all. Individuals desiring to become an Air Education and Training Command Instructor should be actively pursuing an associates degree. A degreed faculty is necessary to maintain accreditation through the Southern Association of Colleges and Schools."

   3.3.5.5. Paragraph 5, Career Field Path.   Create a chart depicting a clear and complete picture of education and training through all skill levels. The figure or illustration must be simple enough to be understood by all within the career field. Outline mandatory requirements, optional training, and other recommended items in this area. General information for the career path can be found in paragraph 3 of the official specialty description in AFMAN 36-2108. Obtain more information from the U&TW.

3.3.6. Section C, Skill level Training Requirements.   List all mandatory training requirements for the specialty in this section. Illustrate the requirements for each skill level within the specialty similar to paragraph 2 of Section B, Career Field Progression and Information.

   3.3.6.1. Paragraph 1, Purpose. State the purpose of the section.

   3.3.6.2. Paragraph 2, Specialty Qualification Requirements.   List all specialty qualification requirements. This should be identical to the text in the respective specialty description in

AFMAN 36-2108. Use a separate paragraph to address the specialty qualification requirements for each skill level of the specialty. Make sure the paragraphs covering each level of the specialty address the following:

3.3.6.2.1. Knowledge.   This paragraph contains the required understanding and practical skills for award of an AFSC at any skill level. In addition to the knowledge requirements listed in the official specialty description, you may add more detail to emphasize significant knowledge needed at the specific skill level.

3.3.6.2.2. Education.   This paragraph outlines academic study or instruction that is either a mandatory or desirable requirement for entering the specialty. Text for this paragraph must be identical to that contained in AFMAN 36-2108.

3.3.6.2.3. Training.   This paragraph contains the mandatory formal training leading to the award of an AFSC. Since PME is mandatory for all airmen, it is not listed in the specialty description. Text for this paragraph must be identical to that contained in AFMAN 36-2108.

3.3.6.2.4. Experience.   This paragraph describes mandatory military or civilian work experience for entry or award of an AFSC. In addition to the experience requirements listed in the official specialty description, you may specify others for award of an AFSC, such as CFETP/ STS core tasks, qualification training packages, career development courses, and duty position requirements identified by the supervisor.

3.3.6.2.5. Other.   This paragraph lists measurable qualifications such as physical standards, eligibility for security clearances, certifications, licensees, and so forth. Text for this paragraph must be identical to that contained in AFMAN 36-2108.

3.3.6.2.6. Training Sources.   Explain all the different sources where skill level training can be obtained to meet mandatory knowledge and qualification requirements. This should include the skill level Technical School and the training it provides.

3.3.6.2.7. Implementation.   Describe how and when each skill level is awarded. Include all courses and course numbers that must be completed.

3.3.7. Section D, Resource Constraints.   Identify all resource constraints which will impact the execution of education and training such as funds, equipment, and manpower. Include specific constraints for skills training, exportable training, and proficiency training.

3.3.8. Section E, Transition Training Guide.   Use this section only if two or more specialties are merging. Outline the specialty requirements to satisfy transition training needs, which will enhance the overall transition of your technicians and produce a quality work force. If you do not use Section E, indicate this fact with the statement: "There are currently no transition training requirements. This area is reserved."

3.3.9. Part II.   This portion of the CFETP provides a comprehensive listing of training courses and standards available to support career field training requirements. There are five sections to Part II: Specialty Training Standard (STS); Course Objective List, OJT Support Material; Training Course Index; and MAJCOM Unique Requirements.

3.3.9.1. Section A, Specialty Training Standard.   Develop the STS to identify the job performance requirements, core tasks, wartime requirements, 3-, 5-, and 7-skill level formal or CDC requirements, and the proficiency levels applicable to these courses. Make sure the STS provides

guidance on training implementation procedures, purpose, documentation procedures, proficiency code key explanations, and recommendations for feedback on the product or process. Consider the arrangement of tasks and use of multiple attachments during the construction of the STS. Separate attachments can be used to organize tasks by duty positions, weapon systems, equipment requirements, or geographic locations. This flexibility in organizing and grouping tasks allows the CFETP to function as a true training plan, guiding the trainee through each phase of the career field.

3.3.9.2. Section B, Course Objective List.   Work with the AETCTM for the respective initial and advanced skills course to create the objective list and training standards. Translating these requirements, which supports the technical training environment, becomes valuable for supervisors who evaluate adequacy of technical school graduates. This is especially beneficial for supervisors (officer and enlisted) who are not of the same specialty as the subordinate, but are required to assess another specialty ability attained in technical school.

3.3.9.3. Section C, Support Material.   List available support materials that are relevant across the specialty. Support material is any training package designed to enhance the learning process at any level of training. Some examples of support material are: qualification training packages (QTP), computer based instruction (CBI), computer assisted instruction (CAI), and correspondence courses. This material should be developed one time and made available across the Air Force. Also list the support material in AFIND8 as "F" distribution requirements. Distribution F means the customer-user determines if they need the publication. If you do not need to use Section C, indicate this fact with the statement: "There are currently no support material requirements. This area is reserved."

3.3.9.4. Section D, Training Course Index.   List all mandatory Air Force in-residence, field, ECI, and exportable courses used to support training for the specialty. This list will help individuals identify resources available to support training requirements. Courses under revision or development may also be listed here.

3.3.9.5. Section E, MAJCOM Unique Requirements.   Identify education and training requirements unique to specific MAJCOMs. If appropriate to prevent fragmented training, include these requirements as an attachment or appendix to the CFETP. If you do not need to use Section E, indicate this fact with the statement: "There are currently no MAJCOM unique requirements. This area is reserved."

Chapter 4

WAIVER REQUESTS

4.1. Waiving Specialty Qualification Requirements. Specialty qualification requirements are published in AFMAN 36-2105 or AFMAN 36-2108 and the CFETP. These requirements may be for entry, award, or retention of the AFSC and respective skill levels; however, circumstances may warrant the waiving these requisites. A waiver process affords a vehicle for saving training resources without impacting career field progression or mission when individuals possess qualifications equivalent to the established requirements.

4.2. Evaluating Waiver Requests. Waiving any part of an established standard requires in-depth consideration on how it will effect the Air Force mission, the specialty, and the individual. Any review should compare the waiver request against predetermined standards to ensure the integrity of the specialty is maintained. A review should also consider the trainee's task knowledge and performance, capability in relation to mission requirements, ability to learn and transfer this knowledge to performance to meet mission needs, and future within the specialty equal to peers. Requests must clearly substantiate that individuals meet or exceed the mandatory requirements considered crucial for successful performance in an AFSC. Consider these and the following factors when determining whether a waiver request deserves approval.

   4.2.1. Specialty Qualification Requirements:

   4.2.1.1. Education. Has the individual completed an equivalent education course or certificate program, or performed duty in an exceptional manner over an extended period of time in the actual or equivalent specialty or civilian occupation?

   4.2.1.2. Training. Has the individual completed an equivalent technical training course or civilian vocational technical training course or certificate program, or performed duty in an exceptional manner over an extended period of time in the actual or equivalent specialty or civilian occupation?

   4.2.1.3. Knowledge. Does the individual possess the career knowledge equivalent to current requirements? Waiver requests must reflect that individuals meet the mandatory career knowledge topics identified in the specialty description and all items contained in the CDC as reflected in the CFETP/STS. Certification of knowledge attained must be reflected on the respective CFETP/STS.

   4.2.1.4. Experience. Has the individual performed duty in an exceptional manner over an extended period of time in the actual or equivalent specialty or civilian occupation? Supporting documentation must include proof of experience, such as performance reports, training records, state or federal operating licenses or certificates of affiliation (e.g., union or trade organization cards, etc.). It is not in anyone's interest to grant waivers to members meeting only minimum experience requirements. The safer course of action is to allow the established career field training program to reinforce the existing experience.

   4.2.1.5. Other. Does the individual possess the physical ability, aptitude, or qualifications which are equivalent to, or which are commensurate with, the established requirement? For example,

waiving aptitude scores may be reasonable for those who have a record of outstanding performance when the potential for successful progression within the specialty is likely.

4.2.2. Individual Involvement. Did the trainee put forth the expected level of effort in the attempt to meet the prescribed requirements? Did they seek help from anyone when they were experiencing difficulty with any part of training? Trainees are expected to actively participate in the learning process. They must understand what their education and training requirements are, accept all opportunities for training, and become a productive member of the unit team. They must also budget on- and off-duty time to complete assigned tasks, particularly CDC and self training requirements, and seek help when having difficulty meeting these requirements.

4.2.3. Supervisory Involvement. Did the commander and supervisor fulfill their obligations to the trainee and their training program? Though the lack of supervisor or commander support or involvement is not, by itself, justification for approving waivers, it may indicate problems in training system equity or other areas. Look for other factors resulting from this deficiency which compounded the situation and became unfair to the trainee. Also, find out what measures were taken to correct or compensate for this deficiency.

4.2.4. Training System Equity. This area relates to circumstances beyond a trainee's control. Sometimes the system breaks down, resulting in training program and trainee deficiencies going undiagnosed and untreated, and creating an unfair situation. The basic questions to ask include: Were training or testing conditions abnormal? Did the training or testing system provide the best opportunity for successful completion of training requirements? Was the training or testing system flexible enough to allow for unexpected situations or conditions? Did those responsible for aspects of the training or testing program fulfill their obligations effectively? Depending on the facts, this area may warrant options other than approving a waiver.

4.3. Processing Waiver Requests. Process waiver requests according to AFI 36-2101, *Classifying Military Personnel (Officer and Airmen).* Reviewing agencies evaluate the waiver requests against the criteria in paragraph **4.1.** with the following emphasis:

4.3.1. MPF Personnel Employment Element. Ensure the integrity of the specialty description is maintained. As related to the waiver request, review the specialty description and determine whether experience factors, mandatory training requirements, and additional mandatory requirements not in the specialty description (i.e., aptitude scores) are satisfied. As appropriate, review other sources such as evaluation reports and duty history to validate experience.

4.3.2. Base Education and Training Manager. Ensure education and training concerns are assessed and satisfied. Determine whether the trainee meets or exceeds the experience and training requirements in the CFETP and specialty description. Also, assess whether all practical training options, available on base, were exhausted before recommending approval of the waiver request.

4.3.3. MPF Chief. Consider the recommendations from the Personnel Employment Element and base education and training manager. Return waiver requests to the originator for more documentation, when necessary.

4.3.4. MAJCOM Education and Training Manager. Ensure education and training concerns are assessed and satisfied. Determine whether the trainee meets or exceeds the experience and training requirements in the CFETP and specialty description. Also, assess whether all practical training

options, available within the MAJCOM, were exhausted before recommending approval of the waiver request.

4.3.5. MAJCOM Functional Manager.   Ensure career field concerns are assessed. Consider all recommendations before making a decision to recommend approval or disapprove the request.

4.3.6. AFCFM.   Ensure career field concerns are assessed and satisfied. Consider all recommendations before making a final decision. *NOTE*: Favorable recommendations by all levels is not the only requirement for approval. Each recommendation must be rooted in fact and should be supported by the evaluation criteria in paragraph **4.2.**

Chapter 5

CAREER DEVELOPMENT COURSES ADMINISTRATION

5.1. Managing CDCs. CDCs directly support OJT. If available, they will be used to satisfy the career knowledge requirements for skill level UGT. CADRE publishes a listing identifying all AFSCs with CDCs required for skill level UGT. Unit and base education and training managers use this listing to enroll trainees in the required course; consequently, AFCFMs must notify CADRE/ EDCA and HQ AFMPC/DPMYME when activating, revising, or deactivating CDCs to ensure timely notification of these requirements to the field.

5.2. Activating CDCs. Course requirements are normally established at a U&TW. Once a requirement is established, AFCFMs ensure the CDC is properly activated. This requires AFCFMs to be involved in the planning, development, and activation process to make sure the course characteristics, development, target group, and activation date meet their career field needs and that the career field personnel are aware of these factors.

5.2.1. Course Characteristics. Make sure CDCs meet the established requirements. Courses are published to provide the information necessary to satisfy the career knowledge requirements for a particular skill level of a specialty. They are developed from references identified by uppercase and lowercase letters in the CFETP/STS which correlate to mandatory knowledge items listed in the specialty description. The AFCFM normally uses the U&TW forum to attain recommendations from the MFMs and SMEs to establish the CDC references identified on the CFETP/STS.

5.2.2. Course Development. Use the Course Writer for the respective AFSC, normally collocated with the schoolhouse, to create the CDC according to the defined course requirements. The writer uses the CADRE Guide for Authors as guidance in developing courses.

5.2.3. Course Target Group. Define who will enroll and complete the new course for award of the respective skill level. Individuals entering UGT after the CDC is activated must complete the new CDC; however, AFCFMs must also decide whether the course is applicable to individuals in other training situations. Consider the following factors when determining the effected target group.

5.2.3.1. Existing UGT Trainees. Determine whether trainees already in UGT must complete the new CDC. To do this, answer the following questions:

5.2.3.1.1. If the new CDC replaces another course being used to meet the career knowledge requirement, do existing UGT trainees finish or disenroll from the CDC being superseded? What, if any, are the options? That is, do all existing UGT trainees disenroll immediately, at their own or their supervisor's discretion, or will only a select group continue, such as those awaiting the course examination?

5.2.3.1.2. If the new course does not replace another CDC, do all existing UGT trainees enroll immediately or at their own or their supervisor's discretion? If trainees do not enroll in the new course, must supervisors modify their career knowledge training requirements to include all the requirements identified in the new CDC?

5.2.3.2. Position Qualification or Career Enhancement Trainees.   Decide whether personnel in qualification training, or those fully qualified, must complete the new CDC. Consider the specialty knowledge presented by the course and who will benefit most from taking the course. Though CDCs are used primarily for skill level UGT, they may be made available for career enhancement if mandated by the AFCFM or unit commander.

5.2.3.3. Transition Trainees.   Determine whether individuals involved in transition training due to AFSC merger, weapons system conversion, or a force structure change must complete the new CDC. Consider trainees already involved in transition training as well as future trainees.

5.2.4. Course Activation.   Approve the course content and set the activation date. Remember, the course activation date is dependent upon the factors outlined in paragraph **2.5.4.2.**, Implementing CDCs. When this date can be accurately determined, inform CADRE/EDCA of the activation date and HQ AFMPC/DPMYME of the target group, activation date, and any enrollment or disenrollment instructions. When notified, CADRE/ EDCA adds the course to the listing of mandatory CDCs and, if required, HQ AFMPC/DPMYME notifies unit and base education and training managers of the course target group, activation date, and enrollment or disenrollment instructions.

5.3. Revising CDCs. Course requirements are normally reviewed for effectiveness at a U&TW. When recommended changes to a CDC are approved, work with CADRE and decide which of the following methods will be used to reflect these changes in the most efficient manner.

5.3.1. "Write In" Changes.   Add a list of "write-in" changes with the existing CDC. This is the most efficient method when only a few minor typographical errors exist or word or phrase substitutions are required. When this method is used, direct and require students to make these changes to the course material before beginning the course.

5.3.2. Page Changes or Supplements.   Use page changes or separate supplements when less than 40 percent of the course material must be changed. Page changes and supplements afford the flexibility to easily replace extensive, obsolete text and graphics, when "write-in" changes are impractical and a major revision to the CDC is not needed. When this method is used, direct and require students to delete the obsolete material and use the supplements and/or insert the page changes to the course material before beginning the course.

5.3.3. Rewrite.   Direct a rewrite of the course when more than 40 percent of the material must be changed as a result of changes in procedures or CFETP/STS requirements. When using this option, decide whether to continue using the existing CDC or deactivating the course and developing an interim means of providing career knowledge until the new CDC is published. Refer to paragraphs **5.2.**, Activating Course, and **5.4.**, Deactivating Courses, for additional guidance in continuing this process.

5.4. Deactivating CDCs.   Deactivate courses and existing enrollments when a CDC's continued use would be detrimental or it no longer meets the needs of the career field. Deactivating a course eliminates a training tool used to satisfy mandatory subject and task knowledge references identified in the CFETP/ STS. Therefore, before deactivating any course, decide what training method to use in place of the CDC.

5.4.1. Follow the procedures outlined in paragraph **5.2.** when a replacement CDC will be immediately activated.

5.4.2. If a course must be created and will not be immediately available, identify the CFETP/STS career knowledge requirements and instruct supervisors to train and certify trainees on these items according to AFI 36-2201, attachment 9, rule 2. Then follow the procedures outlined in paragraph **5.2.** to create and activate the replacement CDC.

5.4.3. If the former CDC will not be replaced, identify the CFETP/STS career knowledge requirements, instruct supervisors to train and certify trainees on these items according to AFI 36-2201, attachment 9, rule 2, and reflect these requirements in the CFETP/STS.

5.4.4. Notify CADRE/EDCA of the decision to deactivate the CDC. Coordinate the course deactivation and training instructions message with HQ AFMPC/DPMYME.

Chapter 6

CAREER FIELDS ALIGNMENT

6.1. Merging Career Fields.   Preparations must be made to ensure the education and training process is continued without interruptions when a decision has been made and approved to merge two or more career fields. The following areas must be addressed:

6.1.1. CFETP/STS.   Identify the appropriate CFETP/ STS, with publication date, to be used as the training career field training standard. If a new CFETP will be created for the new AFSC, identify interim measures and/ or documents and a projected publication date. Refer to **Chapter 3**, Constructing CFETPs, for additional guidance.

6.2. CDCs.   Determine how to satisfy the career knowledge requirements for skill level UGT. Refer to paragraph **5.1.**, Managing CDCs, and the following paragraphs for additional guidance on the overall process.

6.2.1. Activate CDCs.   Specify when the CDC will be activated and provide interim education and training requirements. Refer to paragraph **5.2.** for additional instruction on the activation process.

6.2.2. Use Available CDCs.   Specify the CDCs to be used if one or more exists and who must enroll. Identify the sequence of completion, if applicable. Refer to paragraphs **5.2.3.**, Course Target Group, and **5.3.**, Revising CDCs, for more information on this process.

6.2.3. Deactivate Obsolete CDC.   Specify the action required by those currently enrolled in the CDC. Refer to **5.1.** for guidance on the overall CDC process.

EUGENE E. HABIGER, Lt General, USAf
DCS/Personnel

Attachment 1

GLOSSARY OF ABBREVIATIONS, ACRONYMS AND TERMS

AETC—Air Education and Training Command

AETCM—Air Education and Training Command Managers

AFCFM—Air Force Career Field Manager

AFI—Air Force Instruction

AFIND—Air Force Index

AFJQS—Air Force Job Qualification Standard

AFMAN—Air Force Manual

AFMPC—Air Force Military Personnel Center

AFOMS—Air Force Occupational Measurement Squadron

AFP—Air Force Pamphlet

AFPD—Air Force Policy Directive

AFPDC—Air Force Publishing Distribution Center

AFRES—Air Force Reserve

AFS—Air Force Specialty

AFSC—Air Force Specialty Code

AFTMS—Air Force Training Management System

ANG—Air National Guard

APDS-II—Automated Personnel Data System

ARPC—Air Reserve Personnel Center

BLPS—Base Level Personnel System

BPPBS—Biennial Planning, Programming, and Budgeting System

CADRE—College for Aerospace Doctrine Research and Education

CAFSC—Control Air Force Specialty Code

CAI—Computer Assisted Instruction

CBI—Computer based Instruction

CCAF—Community College of the Air Force

CDC—Career Development Course

CE—Course Examination

CFETP—Career Field Education and Training plan

CJQS—Command Job Qualification Training

CSAF—Chief of Staff of the Air Force

CTS —Course Training Standard

DAFSC—D uty Air Force Specialty Code

DSN —Defense Switched Network

FOA—Field Operating Agency

FTD—Field Training Detachment

ISD—Instructional System Development

JQS—Job Qualification Standard

MAJCOM—Major Command

MAP—Mission Area Plan

MET—Management Engineering Team

MFM—Major command Functional Manager

MPF—Military Personnel Flight

NCO—Noncommissioned officer

NLT—No Later Than

OCR —Office of Collateral Responsibility

OJT—On-the-Job Training

OPR—Office of Primary Responsibility

OSR —Occupational Survey Report

PCIII—Personnel Concept III

PDO—Publishing Distribution Office

PDP—Program Decision Package

PDS—Personnel Data System

PFE—Promotion Fitness Exam

PME—Professional Military Education

POC—Point of Contact

POM—Program Objective Memorandum

QTP —Qualification Training Package

SC—Specialized Courses

SDI—Special Duty Identifier

SKT—Specialty Knowledge Test

STS —Specialty Training Standard

TCF—Test Control Facility

TCO—Test Control Officer

TDY—Temporary Duty

TER —Training Evaluation Report

TQR—Training Quality Report

TSC—Training Status Codes

UGT—Upgrade Training

UMD—Unit Manpower Document

URE—Unit Review Exercise

U&TW—Utilization and Training Workshop

WAPS—Weighted Airman Promotion System

Terms

Advanced Training—A formal course training selected career airmen at the advanced level of an AFS for a technical or supervisor-level AFS.

Air Force Specialty—A group of positions requiring common qualifications. Each AFS has a title and a code.

Air Force Training Management System (AFTMS)—An HQ AFMPC/DPMYM2 managed computer support system that links Air Force units or activities, which use the system for planning, controlling, and funding formal training throughout the Air Force, including the MAJCOM TDY-to-School Program.

Area Support—Field training that a designated field training detachment (FTD) provides to a unit not receiving support from an on-site field training detachment. The designated FTD supports more than one US Air Force installation under this arrangement.

Career Field Education and Training Plan (CFETP)—A CFETP is a comprehensive, multipurpose document encapsulating the entire spectrum of education and training for a career field. It outlines a logical growth plan that includes training resources and is designed to make career field training identifiable, to eliminate duplication, and to ensure this training is budget defensible.

Certification—A formal indication of an individual's ability to perform a task to required standards.

Certification Official—A person whom the commander assigns to determine an individual's ability to perform a task to required standards.

Contract Training—Type I training that receives the same priority funding as Air Force-directed training. It supports initial groups of instructors, operators, and so on, that the Air Force requires for new or modified weapon systems.

Core Task—Tasks that AFCFMs identify as minimum qualification requirements within an AFSC.

Course Training Standard (CTS)—A training standard that identifies the training that members will receive in a specific course.

Cross Utilization Training (CUT)—Training designed to qualify personnel to perform tasks that are not established requirements in their awarded AFSC.

Distributed Training—Formal courses that a training wing or a contractor develops for export to a field location (in place of resident training) for trainees to complete without the on-site support of the formal school instructor.

En Route (PCS-Associated) Training—The training of students undergoing a permanent change of station (PCS) while in temporary duty (TDY) status.

Exportable Course—Instructional packages that personnel design for use in the field. The course may include printed, computer-based, or other audiovisual materials.

External Evaluation—Acquisition and analysis of data from outside the training environment to evaluate the training product in the operating environment.

Field Training—Technical, operator, and other training that either an FTD or field training team conducts at operational locations on specific systems and associated direct-support equipment for maintenance and aircrew personnel.

Field Training Detachment (FTD)—An AETC detachment that provides maintenance-oriented technical training, at an operational location, on specific systems and their aerospace ground equipment. An FTD aims to:

•Qualify personnel on new equipment or in new techniques and procedures.

•Maintain proficiency and to increase skill and knowledge.

•Acquaint personnel with specific systems.

•Keep personnel aware of changing concepts and requirements.

Go/No Go—In OJT, the stage at which an individual has gained enough skill, knowledge, and experience to perform the tasks without supervision.

Initial Skills Training—A formal resident course which results in award of the entry level.

Internal Evaluation—Collection of data from within the training environment.

On-the-Job Training—Hands-on, over-the-shoulder training conducted to certify personnel in both upgrade (skill level award) and job qualification (duty position certification) training.

Position Qualification Training—Training designed to qualify an airman in a specific position which occurs after upgrade training.

Specialty Training Standard—An Air Force publication that describes skills and knowledges that airman in a particular Air Force specialty needs on the job. It further serves as a contract between the Air Education and Training Command and the user to show the overall training requirements for an Air Force specialty code that the formal schools teach.

Standard—An exact value, a physical entity, or an abstract concept, established and defined by authority, custom, or common consent to serve as a reference, model, or rule in measuring quantities or qualities, establishing practices or procedures, or evaluating results. A fixed quantity or quality.

Task Certifier—See Certification Official.

Trainer—A trained and qualified person who teaches airmen to perform specific tasks through OJT methods. Also, equipment that the trainer uses to teach airmen specified tasks.

Training Capability—The ability of a unit or base to provide training. Authorities consider the availability of equipment, qualified trainers, study reference materials, and so on in determining a unit's training capability.

Training Session—Training that trainers conduct based on technical data for a maintenance task that existing courses can't support.

Upgrade Training—Training that leads to the award of a higher skill level.

Attachment 2

ASSOCIATED U&TW CORRESPONDENCE

Figure A2.1. Example of a Message Used to Request Field Inputs.

SUBJECT: MERGING EDUCATION \{751X0\} AND TRAINING SYSTEM \{751X1\} SPECIAL-
TIES \{SUSPENSE: 29 NOV 91\}

1. AS AIR FORCE CAREER FIELD MANAGER FOR AIR FORCE SPECIALTY CODE \{AFSC\}
751X1, WE PROPOSE MERGING 751X0 AND 751X1 SPECIALTIES. THIS INITIATIVE ARISES
FROM A NEED TO MINIMIZE IMPACTS FROM, AND POSITIVELY USE, FORCE DRAWDOWN
AND RESTRUCTURING EFFORTS, BUDGET CUTS, AND NEW CHALLENGES AND TECHNOL-
OGIES AFFECTING BOTH SPECIALTIES.

2. A REVISION TO INSTRUCTIONS, AND THE INSTITUTION OF CAREER FIELD EDUCATION
AND TRAINING PLANS \{CFETP\}, OUTLINING MILESTONES FOR PERSONNEL DEVELOP-
MENT WITHIN A GIVEN AFSC, REQUIRES A CONCERTED APPROACH TO IDENTIFYING
EDUCATION AND TRAINING \{E&T\} REQUIREMENTS FOR THE JOB. MERGING AFSCS
751X0 AND 751X1 WILL CREATE A FORCE WHOSE SCOPE OF SERVICES SUPPORTS A "CRA-
DLE-TO-GRAVE" HUMAN RESOURCES DEVELOPMENT \{HRD\} LIFE CYCLE PROCESS. A
MERGER ALSO PROVIDES THE FOUNDATION TO ADEQUATELY PREPARE E&T SENIOR
NCOS TO FUNCTION AT THE 9- AND CHIEF ENLISTED MANAGER CODE LEVELS.

3. WE WOULD LIKE TO PROJECT A DIRECT AFSC MERGER FOR APR 93. WE WILL
DEVELOP, FOR MAJCOM COORDINATION, A STRAWMAN CFETP AND TRANSITION TRAIN-
ING PLAN TO SUPPORT THE NEW HRD SPECIALTY. WE SEE THESE STEPS AS PRELIMI-
NARY TO AN EVENTUAL UTILIZATION AND TRAINING WORKSHOP.

4. WE ARE INTERESTED IN YOUR POSITION ON THESE ISSUES. PLEASE PROVIDE US
YOUR COMMENTS AND CONCERNS BY 29 NOV 91.

5. OUR POC IS TSGT GORDON, HQ AFMPC/DPMYME, DSN 487-5945.

Figure A2.2. Example of a Message Used to Gather Information From MFMs.

SUBJECT: AFSC 751X1 UTILIZATION AND TRAINING WORKSHOP (U&TW) SUSPENSE
DATES: 8 AND 15 DEC 89

1. WE HAVE TENTATIVELY SCHEDULED A U&TW AT AFMPC FOR 26 FEB 90 TO 2 MAR 90.
ITS PURPOSE IS TO IDENTIFY TRAINING REQUIREMENTS NEEDED TO SUPPORT THE
ENLISTED SPECIALTY TRAINING (EST) SYSTEM AND ENSURE THEY ARE SATISFIED.

2. THE FOLLOWING IS THE TENTATIVE AGENDA. WE EXPECT TO:

   A. DETERMINE AFSC 751X1 UTILIZATION AND QUALIFICATION REQUIREMENTS FOR
MAJCOM, BASE, AND UNIT TRAINING MANAGERS, AND TRAINING DEVELOPMENT.
IDENTIFY NECESSARY AFMAN 36-2108 CHANGES. DETERMINE J3ALR75131-000, TRAIN-
ING SYSTEM SPECIALIST COURSE, AND CORRESPONDENCE (CDC) AND ADVANCED FOR-
MAL TRAINING REQUIREMENTS. REVISE AFSC 751X1 SPECIALTY TRAINING STANDARD
(STS) REQUIREMENTS AS NECESSARY.

   B. DETERMINE REQUIREMENTS NEEDED TO TRAIN AND SUPPORT UNIT TRAINING
PROGRAM. RESOLVE BASE AND MAINTENANCE TRAINING MANAGERS ROLE QUES-
TIONS. DETERMINE AIR STAFF AND MAJCOM TRAINING MANAGER REQUIREMENTS TO
SUPPORT AFSC 751X1.

3. TO ASSIST US IN IDENTIFYING ALL TRAINING RESOURCES, WE ASK MAJCOM/DP/DO/
LG TRAINING SHOPS TO PROVIDE US A COPY OF ANY TRAINING MATERIAL (I.E., SLIDES,
TAPES, PAMPHLETS, VIDEOS, ETC.) CURRENTLY BEING USED TO TRAIN 751X1
RESOURCES. MAXIMUM INVOLVEMENT FROM THE 751X1 COMMUNITY IS NEEDED TO
ENSURE AGENDA ISSUES ARE RESOLVED.

4. WE ASK ALL MAJCOM TRAINING MANAGERS COMPLETE THE FOLLOWING:

   A. PROVIDE THE GRADE, NAME, SSN, OFFICE SYMBOL, AND PHONE NUMBER OF
YOUR REPRESENTATIVE(S) TO HQ AFMPC/DPMYM BY 8 DEC 89. MAJCOMS SHOULD
SEND AN LG AND DP 751X1 REPRESENTATIVE TO THE U&TW.

   B. TASK ALL BASE TRAINING MANAGERS TO COORDINATE WITH THEIR 751X1 COM-
MUNITY AND COORDINATE WITH MAJCOM DO/LG 751X1 REGARDING THE TENTATIVE
AGENDA ITEMS, INCLUDING THE FOLLOWING QUESTIONS, AND PROVIDE YOU A CON-
SOLIDATED LIST OF RECOMMENDATIONS, AND UTILIZATION AND TRAINING REQUIRE-
MENTS AND SUPPORT RECOMMENDATIONS BY 15 DEC 89.. REVIEW AFI 36-2201. AS A
MINIMUM, MAKE SURE YOUR REPLY ADDRESSES THE FOLLOWING QUESTIONS:

      (1) DO WE NEED 751X1 CDCS? IF SO, WHAT SHOULD THEY INCLUDE AND WHEN
SHOULD THEY BE REQUIRED?

(2) WHAT CHANGES ARE NEEDED FOR THE JOB DESCRIPTION IN AFMAN 36-2108?

(3) WHAT CHANGES ARE NEEDED FOR THE 751X1 STS? REMEMBER, YOUR INPUT FOR THE "STRAWMAN" SHOULD REFLECT ISD AS IT APPLIES TO OJT.

5. DUE TO TIME CONSTRAINTS (SCHEDULING, COORDINATION, ETC.) WE CANNOT CONDUCT TELEPHONE SOLICITATION OF INPUTS FOR AGENCIES WHO DO NOT MEET SUSPENSE DATES. THIS IS OUR ONLY REQUEST FOR INPUT. PLEASE ADHERE TO THE DATES SPECIFIED.

6. UNQUESTIONABLY, THE 751X1 COMMUNITY IS FACING ONE OF ITS GREATEST CHALLENGES. YOUR EFFORTS WILL PREPARE OUR TRAINING SYSTEM SPECIALISTS TO RESPOND TO MISSION NEEDS. POC: HQ AFMPC/DPMYM, DSN 487-5945.

Figure A2.3. Example of a Message Used to Announce a Tentative U&TW.

SUBJECT: EDUCATION AND TRAINING (3S2X1) UTILIZATION AND TRAINING WORKSHOP
(U&TW)

1. HQ USAF/DPPE, AIR FORCE CAREER FIELD MANAGER FOR AFSC 3S2X1, HAS DECIDED
TO INCLUDE A 5-SKILL (JOURNEYMAN) LEVEL WITHIN THE EDUCATION AND TRAINING
(E&T) CAREER FIELD STRUCTURE ON 30 APR 95. THE DECISION GROWS OUT OF
CHANGES TO AIR FORCE TRAINING POLICIES AND A NEED TO ENSURE E&T PERSONNEL
CAN PERFORM FUNCTIONS EVOLVING FROM THESE CHANGES AND OUR RECENT
CAREER FIELD MERGER. AS A RESULT, WE HAVE TENTATIVELY SCHEDULED A U&TW
FOR 18-22 OCT 94 AT SHEPPARD AFB TX TO REFINE/ALIGN E&T REQUIREMENTS ACCORD-
INGLY.

2. OUR TENTATIVE AGENDA FOCUSES ON REDEFINING 3-SKILL LEVEL; TECHNICAL
TRAINING REQUIREMENTS AND IDENTIFYING 5-AND 7-SKILL LEVEL SPECIALTY QUALI-
FICATIONS (AFI 36-2108), CORE TASKS, AND CORRESPONDENCE COURSE REQUIRE-
MENTS. MAXIMUM INVOLVEMENT FROM THE 3S2X1 COMMUNITY IS NEEDED TO
ENSURE THE E&T REQUIREMENTS FOR THE NEW SKILL LEVEL STRUCTURE REFLECT
ACTUAL NEEDS. THEREFORE, WE ASK MAJCOM E&T MANAGERS TO SURVEY ALL 3S2X1
PERSONNEL REGARDING THE TENTATIVE AGENDA ITEMS AND PROVIDE OUR OFFICE A
CONSOLIDATED LIST OF RECOMMENDATIONS TO THE 3S2X1 CAREER FIELD EDUCATION
AND TRAINING PLAN (CFETP) BY 30 APR 94. WE WILL DEVELOP A STRAWMAN CFETP
AND PROVIDE IT FOR REVIEW SHORTLY THEREAFTER.

3. YOU ARE WELCOME TO PROVIDE OTHER TOPICS FOR CONSIDERATION. FURTHER
CONFIRMATION AND DETAILS OF THE U&TW WILL BE PROVIDED AT A LATER DATE.

4. POC: HQ AFMPC/DPMYME, DSN 487-5945.

Figure A2.4. Example of a Memorandum for Record Used to Create a Paper Trail.

MEMORANDUM FOR RECORD

SUBJECT: 751X0 and 751X1 Training Extract Development

1. On 10 January 1992 at 1330, I met with Mr. Jim Keeth, OMSQ/OMYO, in his office to discuss the details of OMSQ/OMYO providing a training extract for AFSC 751X0 (Education) and 751X1 (Training Systems). At his request, I briefed him on the rationale for merging AFSCs 751X0 and 751X1 beforehand. Our meeting results are as follows:

   a. Current data for a training extract for AFSC 751X0 exists and an extract can be produced when needed. Data received from the recent survey of AFSC 751X1 is being compiled, but time is needed to ensure it is "cleaned up."

   b. The 751X0 and 751X1 training extract will include the following five reports:

      (1) A task listing with data reflecting percent personnel performing, task difficulty, task emphasis, and automated training indicator (ATI).

      (2) A task emphasis report rating tasks in descending order of emphasis (most to least emphasized). This report will also reflect data illustrating percent personnel performing, task difficulty, and ATI.

      (3) A task difficulty report rating tasks in descending order of difficulty (most to least difficult). This report will also include data reflecting percent personnel performing, task emphasis, and ATI.

      (4) A ATI report rating tasks in descending order of plausibility for training in an initial skills (3-level) course (most to least plausible). This report will also reflect data illustrating percent personnel performing, task difficulty, and task emphasis.

      (5) An STS matching report listing all tasks as they line up on the STS. This report will also reflect data illustrating percent personnel performing, task emphasis, and ATI. To produce this report, our office (HQ AFMPC/DPMYM) will assist OMSQ/OMYO by arranging for subject matter experts (SME) to align the tasks under the appropriate STS line entries. SMEs can come from our office or the technical school. OMSQ/OMYO will notify us at the appropriate time for this support.

2. The meeting concluded at 1400.

                         ROBERT N. CARGILL, SMSgt, USAF

                         Chief, Educ & Trng Branch

Figure A2.5. Example of a Message Establishing a Suspense Date for Inputs.

SUBJECT: MAJCOM INPUTS FOR THE EDUCATION (751X0) AND TRAINING SYS-
TEMS(751X1) UTILIZATION AND TRAINING WORKSHOP (U&TW)

1. SUSPENSE DATE FOR PROVIDING US FEEDBACK TO QUESTIONS IS FRIDAY, 20 MAR 92.
WE HAVE SET ASIDE THE WEEK OF 23-29 MAR 92 FOR CONSOLIDATING YOUR INPUTS
INTO STRAWMAN DOCUMENTS; THEREFORE, INPUTS NOT RECEIVED BY 20 MAR 92 MAY
NOT BE INCLUDED.

2. WE WILL USE THESE DOCUMENTS FOR A PLANNING MEETING TO BE HELD 31 MAR-3
APR 92 AT SHEPPARD AFB (3700 TSS). THIS MEETING WILL HELP DETERMINE THE TECH-
NICAL AND CORRESPONDENCE COURSE REQUIREMENTS. WE NEED TO PROVIDE A COPY
OF THESE DOCUMENTS WELL ENOUGH IN ADVANCE OF THE U&TW TO FACILITATE
PREPARATION. ON OUR CURRENT TIMETABLE, WE EXPECT TO FORWARD THE FINAL
STRAWMAN DOCUMENTS BY 17 APR 92. WE APPRECIATE YOUR COOPERATION. POC: HQ
AFMPC/DPMYM, DSN 487-5945.

Figure A2.6. Example of a Message Used to Provide MAJCOM Input.

SUBJECT: UTILIZATION AND TRAINING WORKSHOP (U&TW) FOR EDUCATION (751X0)
AND TRAINING SYSTEMS (751X1) SPECIALTIES

REF: YR MSG 211417Z JAN 92

1. THE FOLLOWING INFORMATION IS PROVIDED PER YOUR REQUEST:

    (A) WHAT SHOULD BE INCLUDED IN THE AFMAN 36-2801 DUTY DESCRIPTION FOR
THE COMBINED EDUCATION AND TRAINING FIELD?

        - COMBINE THE CURRENT 751X0 AND 751X1 DUTY DESCRIPTION.

        - ADD A 5-SKILL LEVEL.

Figure A2.7. Example of a Message Requesting Additional Information and Providing Clarification.

 SUBJECT: UTILIZATION AND TRAINING WORKSHOP FOR EDUCATION (751X0) AND TRAINING SYSTEMS (751X1) SPECIALTIES. (SUSPENSE: 31 JAN 92 AND 20 MAR 92)

PART I: MAJCOM FEEDBACK TO AFMPC/DPMYM 241300Z OCT 91 MSG.

1. THANK YOU FOR YOUR COMMENTS CONCERNING THE PROPOSED MERGER OF EDUCATION (751X0) AND TRAINING SYSTEMS (751X1) SPECIALTIES. WE HAVE AN OVERWHELMING CONSENSUS TO PROCEED. IN FACT, FROM THE RESPONSES RECEIVED, 14 OF THE 16 MAJCOM/DPAS AND 8 OF THE 11 MAJCOM/LGMS SUPPORTED THE INITIATIVE.

2. A FEW CONCERNS WERE RAISED WHICH WE ADDRESS NOW TO AVOID ANY FURTHER MISUNDERSTANDINGS.   OTHER ISSUES CAN BE RESOLVED AT THE 18-22 MAY 92 UTILIZATION AND TRAINING WORKSHOP.

    A. ISSUE ONE: TARGET CONVERSION DATE REMAINS APR 93.

    B. ISSUE TWO: TRANSFERRING EDUCATION-RELATED FUNCTIONS OUTSIDE THE BASE EDUCATION OFFICE WILL NOT HAPPEN.

    C. ISSUE THREE: A TRANSITION PLAN WILL BE APPROVED AT THE U&TW.

    D. ISSUE FOUR: ENTRY IN THE NEW SPECIALTY WILL BE FROM ANOTHER 5-SKILL LEVEL.

    E. ISSUE FIVE: THE 751X0/X1 MERGER AND CONSOLIDATED EDUCATION AND TRAINING OFFICE INITIATIVES.

PART II: PREPARATIONS FOR THE 751X0/X1 U&TW

3. WE SCHEDULED THE U&TW AT AFMPC FOR 18-22 MAY 92. ITS PURPOSE IS TO CREATE A CFETP AND TTP FOR THE NEWLY MERGED 751XX SPECIALTY.

4. MAXIMUM INVOLVEMENT FROM THE 751XX COMMUNITY IS NEEDED TO ENSURE THE U&TW IS SUCCESSFUL. THEREFORE, WE ARE ASKING MAJCOM EDUCATION AND TRAINING MANAGERS TO COMPLETE TWO ACTIONS:

    A. PROVIDE NAME, GRADE, OFFICE SYMBOL, AND PHONE NUMBER OF YOUR MAJCOM REPRESENTATIVE(S), NOT TO EXCEED THREE, TO US BY 31 JAN 92.

B. TASK ALL BASE EDUCATION AND TRAINING MANAGERS TO COORDINATE THE FOLLOWING QUESTIONS WITH THEIR RESPECTIVE COMMUNITIES AND PROVIDE YOU A CONSOLIDATED LIST OF RECOMMENDATIONS BY 20 MAR 92.

    (1) WHAT SHOULD BE CONTAINED IN AFMAN 36-2108?

    (2) WHAT TASKS SHOULD BE ON A MASTER TASK LISTING?

    (3) WHAT TASKS SHOULD BE CORE TASKS?

5. MORE DETAILS TO FOLLOW AT A LATER DATE. THIS IS A HQ USAF/DPPT AND DPPE COORDINATED MESSAGE.

Figure A2.8. Example of a Message Used to Announce U&TW Information.

SUBJ: AFSC 751X1 UTILIZATION AND TRAINING WORKSHOP (U&TW), 26 FEB - 2 MAR 90, REPORTING INSTRUCTIONS

1. INDIVIDUALS SCHEDULED TO ATTEND SUBJECT WORKSHOP SHOULD REPORT NLT 0730, 26 FEB 90 TO HQ AFMPC, BLDG 499, CONFERENCE CENTER, RM 113. PARKING IS LIMITED, STRONGLY SUGGEST THOSE WITH RENTAL CARS ARRIVE AT 0715. THERE WILL BE REGISTRATION FEE OF $15 TO BE PAID IN CASH 26 FEB 90 (RECEIPTS WILL BE PROVIDED). ALSO, BY NOW HQ AETC/DPAEO (REF OUR 101700Z DEC 89, SUBJ: AFSC 751X1 UTILIZATION AND TRAINING WORKSHOP (U&TW) BILLETING AND TRANSPORTATION ARRANGEMENTS) SHOULD HAVE RECEIVED YOUR TRAVEL ITINERARY. IF YOU HAVEN'T REPLIED, PLEASE DO SO ASAP.

2. THE AGENDA IS AS FOLLOWS: 26 FEB, DEVELOP 751X1 JOB DESCRIPTION; 27 FEB, FINALIZE JOB DESCRIPTION AND BEGIN IDENTIFYING DUTY POSITION JOB PERFORMANCE REQUIREMENTS (JPRS); 28 FEB, CONTINUE IDENTIFYING AND FINALIZE DUTY POSITION JPRS; 1 MAR, IDENTIFY AND FINALIZE 3-LEVEL TECH SCHOOL AND CDC REQUIREMENTS; AND 2 MAR, FINALIZE LIFE-CYCLE STS DOCUMENT. NOTE: MUCH OF THIS WILL BE GROUP WORK.

3. AS YOU CAN SEE, WE'VE GOT AS FULL SLATE SO PLEASE COME PREPARED. WITH YOUR HELP, WE CAN ESTABLISH THE FOUNDATION TO SUPPORT THE NEW ENLISTED SPECIALTY TRAINING SYSTEM.

Figure A2.9. Example of a Cover Letter to Strawman CFETP.

SUBJECT: 3S2X1 Human Resource Development Specialty Career Field Education and Training Plan, Draft

TO: See Distribution

1. The attached career field education and training plan (CFETP) was developed from your inputs. Please complete the following actions prior to the Utilization and Training Workshop (U&TW):

    a. Identify the core tasks required for 7- and 9-skill level upgrade, and each of the six basic duty positions (i.e., unit, base, and maintenance positions, education services, curriculum developer, and MAJCOM manager). The goal is to define minimum tasks the individual must be qualified to perform.

    b. Identify the tasks required as wartime training requirements, to include the 3-level wartime course. The training specialty has a wartime/contingency commitment in two areas of operation (non combat ports, MPFs and communication zones). AFMAN 36-2622 (formerly AFM 30-130) outlines the wartime training requirements for base training managers; use this as a reference point in your selection process.

    c. Identify the tasks and knowledges in a 7-skill level technical training course, should "Year of Training" initiatives mandate use of an advanced course.

2. The U&TW will be held in the AFMPC Conference Center, Bldg 499A (A-wing), 18-22 May 92. Conference hours will be 0730-1630 each day. Due to the anticipated work schedule, it is imperative you arrive prepared and bring the CFETP with you. Completing the requested actions will help expedite the process and ensure we create a quality product.

3. We appreciate your cooperation. Please direct any questions to TSgt Gordon, HQ AFMPC/ DPMYME, DSN 487-5945.

Figure A2.10. Example of a Message Used to Request Technical Training Manager Support.

SUBJECT: FINALIZING 3S2X1 U&TW STRAWMAN DOCUMENTS (SUSPENSE DATE: 10 JAN 90)

1. REQUEST SMSGT KIPP THONACK, SUPT OJT ADVISORY SERVICE, AND MSGT RUDI MARTINEZ, SUPT 3S231 TECH SCHOOL, REPORT TDY TO HQ AFMPC, BLDG 499, RM 257, 6-9 FEB 90. WE NEED THEM TO ASSIST US IN REVIEWING AND FINALIZING MAJCOM INPUTS TO FACILITATE STRAWMAN TRAINING DOCUMENTATION FOR THE 28 FEB - 2 MAR 90 3S2X1 U&TW. FOR CONTINUITY, IT'S ALSO IMPERATIVE THAT BOTH INDIVIDUALS BE PRESENT AT THE U&TW TO PRESENT THEIR PROGRAMS AND ASSIST US IN GUIDING MAJ-COM DEVELOPMENT EFFORTS. THIS INVALUABLE TEAM EFFORT WILL ENSURE A MUTUAL UNDERSTANDING OF REQUIREMENTS/NEEDS IN SUPPORT OF THE NEW ENLISTED SPECIALTY TRAINING SYSTEM, AFI 36-2201.

2. PLEASE CONFIRM VIA TELEPHONE NLT 16 JAN 90 IF YOU CAN SUPPORT US.

Figure A2.11. Example of a Message Used to Confirm Attendance.

SUBJECT: AFSC 3S2X1 UTILIZATION AND TRAINING WORKSHOP (U&TW)

1. PER HQ AFMPC/DPMYM MSG DATED 191700Z DEC 89, THE FOLLOWING INFORMATION IS PROVIDED:

ATTENDEE: CMSGT BILLY A BASS, XXX-XX-XXXX

DATE OF ARRIVAL: 25 FEB 90

DATE OF DEPARTURE: 3 MAR 90

TRANSPORTATION REQUIREMENTS: AIRPORT TRANSPORTATION IS NOT REQUIRED. MEMBER WILL HAVE A RENTAL VEHICLE.

BILLETING REQUIREMENTS: PLEASE MAKE ARRANGEMENTS AS NECESSARY FOR 25 FEB - 3 MAR 90.

Figure A2.12. Example of an Agenda for a U&TW.

EDUCATION AND TRAINING ISSUES WORKSHOP AGENDA
18-22 MAY 1992

18 May/Monday

0800	Welcome and Opening Remarks	BGen McGinty
0815	Administrative Announcements	Capt Lucas
0830	Introduction of Attendees	Capt Lucas
0845	U&TW Objectives/Agenda	CMSgt Byrd/Mr Williams
0915	751X0 Occupational Survey Report/	Mr Cosgrove
	Training Extract Briefing	(USAFOMSq)
0930	751X1 Occupational Survey Report/	Capt Carle
	Training Extract Briefing	(USAFOMSq)
1000	Break	
1015	Career Field Education and Training Plan (CFETP)/	SMSgt Cargill
	Part I: Specialty Description and Career Path	
1030	Finalize Specialty Description and Career Path	(Working Groups)
1200-1300	Lunch	
1300-1630	Finalize Specialty Description and Career Path	(Working Groups)
1730-Dark	Social at Eberle Park	(Casual Attire)

19 May/Tuesday

0730	Administrative Announcements	Capt Lucas
0735	Group Leaders Brief Final Specialty Description	(Group Leaders)
	and Career Path (CFETP Part I)	
1000	Break	
1015	CFETP/Part II Briefing: Specialty Training	SMSgt Cargill
	Standard (STS); (e.g., Job Performance	
	Requirements [JPR], Core Tasks, Qualification	
	Training Packages [QTP])	
1030	Finalize STS: JPRs, Core Tasks, QTPs	(Working Groups)
1200-1300	Lunch	
1300-1630	Finalize STS: JPRs, Core Tasks, QTPs	(Working Groups)

20 May/Wednesday

0730	Administrative Announcements	Capt Lucas
0735	Group Leaders Brief Final STS: JPRs,	(Group Leaders)
	Core Tasks, and QTPs	
1000	Break	
1015	3S2XX Technical Training School (TTS) Briefing	Mr Harman/Mr Morgan
1045	3S2XX Correspondence Course Briefing	MSgt Sullivan
1115-1215	Lunch	
1215-1630	Identify TTS Requirements for Initial	(Working Groups)
	Skills, Advanced, and Wartime Courses,	
	and Correspondence Course Requirements	

Figure A2.12. Continued.

21 May/Thursday

0730	Administrative Announcements	Capt Lucas
0735	Group Leaders Brief Final TTS and Correspondence Course Requirements	(Group Leaders)
1000	Break	
1015	Transition Training Plan (TTP) Briefing	CMSgt Byrd/Mr Williams
1030	Identify TTP Requirements	(Working Groups)
1200-1300	Lunch	
1300-1630	Identify TTP Requirements	(Working Groups)

22 May/Friday

0730	Administrative Announcements	Capt Lucas
0735	Group Leaders Brief Final TTP Requirements	(Group Leaders)
1000	Break	
1015	Finalize Career Field Education and Training Plan	CMSgt Byrd/Mr Williams
1200-1300	Lunch	
1300	Finalize Career Field Education and Training Plan	CMSgt Byrd/Mr Williams
1415	Break	
1430	Base Training System (BTS) Demonstration	CMSgt Singleton
1530-1630	Wrap-Up and Adjourn	CMSgt Byrd/Mr Williams

Attachment 3

EDUCATION AND TRAINING UTILIZATION AND TRAINING WORKSHOP HANDBOOK (DATES) SHEPPARD AIR FORCE BASE, TEXAS

Table Of Contents

Figure A3.1. Memorandum - Welcome to the Education and Training Issues Workshop.

DEPARTMENT OF THE AIR FORCE

HEADQUARTERS AIR FORCE MILITARY PERSONNEL CENTER

RANDOLPH AIR FORCE BASE, TEXAS

MEMORANDUM FOR UTILIZATION AND TRAINING WORKSHOP CONFEREES

FROM: AFMPC/CC

550 C Street West Suite 01

Randolph AFB TX 78150-4703

SUBJECT: Welcome to the Education and Training Issues Workshop

The CSAF Year of Training challenges us to study how we conduct Air Force education and training, in an effort to update programs to better meet Air Force mission requirements. Your presence at this workshop will help us meet that goal. Your challenge is formidable--devise the best structure and instruction to support quality Air Force education and training. As the subject matter expert, I want to encourage you to "step out" and take full advantage of this opportunity to bring Air Force education and training programs into the 21st Century, for decisions made here will set the foundation for all future Air Force education and training efforts. I am very certain you will make it the best it can be.

I look forward to seeing the results of this workshop and hope your stay is both productive and enjoyable. If the AFMPC staff can assist you in any way, please let us know.

Sincerely,

MICHAEL D. McGINTY

Major General, USAF

Commander

Figure A3.2. Memorandum - Education and Training Issues Workshop.

DEPARTMENT OF THE AIR FORCE

HEADQUARTERS AIR FORCE MILITARY PERSONNEL CENTER

RANDOLPH AIR FORCE BASE, TEXAS

MEMORANDUM FOR UTILIZATION AND TRAINING WORKSHOP CONFEREES

FROM: HQ AFMPC/DPMYM

        550 C Street W Suite 35

        Randolph AFB TX 78150-4737

SUBJECT: Education and Training Issues Workshop

Welcome to the Education and Training Issues Workshop. We look forward to this opportunity to share information and ideas, and set the foundation for conducting Air Force Education and Training.

We have an ambitious charter for this workshop. Our goals include finalizing the new education and training career field courses and CSAF Year of Training Trainer and Task Certifier Courses, reviewing Air Force education and training policy directives and instructions, and completing the Education and Training Flight Implementation Test Plan. Your expertise, insight, and teamwork can make this a productive and successful workshop.

If we can do anything to make your stay more productive, please don't hesitate to let us know.

        DONALD R. DAVIE, Colonel, USAF

        Chief, Operations & Modeling Div

        Directorate of Personnel Operations

Figure A3.3. Fact Sheet.

EDUCATION AND TRAINING ISSUES WORKSHOP

1 - 5 JANUARY 1994

HEADQUARTERS, AIR FORCE MILITARY PERSONNEL CENTER

RANDOLPH AIR FORCE BASE, TEXAS

Fact Sheet

Billeting Location: Commissioned officers and civilian equivalents will be assigned rooms in visiting officer quarters (VOQ), buildings 110, 111, 120, 121, 161, 162, or 381. Noncommissioned officers and civilian equivalents will be assigned rooms in visiting airman quarters (VAQ), building 861 or 862. A base map is provided in this handbook to help you locate major facilities of interest on Randolph Air Force Base.

Workshop Location: The utilization and training workshop will be held in AFMPC's Conference Center, building 499, A-Wing. Consult the building map provided in this handbook for a visual aid as to the location.

Smoking Location: AFMPC is a NO SMOKING facility. Smoking areas have been designated at various entrances to AFMPC. The closest smoking area for use during this workshop is the open area between A and E wings, excluding the covered rear entrance to A-Wing. The main entrance to AFMPC is not a smoking area.

Transportation: Two 15 passenger vans will be available throughout the workshop. We will assign these vans to selected individuals on the first day of the workshop. Transportation for the remainder of the workshop can be arranged by contacting the designated drivers.

Messages: Calls during workshop duty hours will be accepted at DSN 487-5945. Emergency messages will be hand delivered immediately; all other messages will be posted on the message board in the AFMPC conference center break room. Incoming messages during off-duty hours can be made through Billeting, DSN 487-1844.

Flight Reservations: Changes to your flight reservations can be made at the Scheduled Airlines Ticket Office (SATO) located in AFMPC, B-Wing. Their extension is 7-4500. Consult the building map provided in this handbook for a visual aid as to its location.

Figure A3.4. Sample Biography.

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BIOGRAPHY

MAJOR GENERAL JOHN FOREMAN

</div>

Major General John Foreman is commander, Air Force Military Personnel Center, Randolph Air Force Base, Texas. As commander, he oversees the implementation of plans and programs for worldwide management, administration, utilization and welfare of Air Force military personnel.

The general entered the Air Force through Officer Training School, Lackland Air Force Base, Texas, in June 1964. He has commanded an Air Force wing, and has served as special assistant for strategic modernization to the chief of staff and assistant secretary of the Air Force for acquisition. He is a command pilot with more than 4,000 flying hours in a variety of aircraft, including the B-1B, B-52 and KC-135. He flew 175 combat support missions. General Foreman, a native of Florida, is married to Jane Strawman of West Palm Beach, Fla. They have two children, Carol and Marc.

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IF
AVAILABLE
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Education:
1964   Bachelor of science degree in industrial management, Florida Institute of Technology
1970   Squadron Officer School, Maxwell Air Force Base, Ala.
1975   Master's degree in management, Webster College, Mo.
1978   Air Command and Staff College, Maxwell Air Force Base, Ala.
1982   Air War College, Maxwell Air Force Base, Ala.

Assignments:
1. June 1964 - September 1964, student, Officer Training School, Lackland AFB, Texas
2. September 1964 - October 1966, student, undergraduate pilot training, Laughlin AFB, Texas
3. October 1966 - March 1968, student, combat crew training school, Castle AFB, Calif.
4. March 1968 - June 1971, KC-135 combat-ready pilot; later, aircraft commander, instructor pilot and flight examiner, 5th Bombardment Wing, Travis AFB, Calif.
5. June 1971 - November 1974, command examiner; later, assistant chief of the instrument division, and standardization and evaluation school chief, 1st Combat Evaluation Group, Barksdale AFB, La.
6. November 1974 - August 1978, team chief, tanker, reconnaissance and airborne command post aircraft assignments, rated officer assignment division, Air Force Manpower and Personnel Center, Randolph AFB, Texas
7. August 1978 - June 1980, student, Air Command and Staff College, Maxwell AFB , Ala.
8. June 1980 - August 1981, chief, standardization division, 379th Bombardment Wing, Wurtsmith AFB, Mich.
9. August 1981 - July 1983, commander, 97th Air Refueling Squadron; later, assistant deputy commander for operations, 97th Bombardment Wing, Blytheville AFB, Ark.
10. July 1983 - May 1984, student, Air War College, Maxwell AFB, Ala.
11. May 1984 - February 1986, assistant deputy commander for operations; later, deputy commander for operations, 7th Bombardment Wing, Carswell AFB, Texas
12. February 1986 - April 1988, vice commander; later, commander, 379th Bombardment Wing, Wurtsmith AFB, Mich.
13. April 1988 - May 1989, executive officer to the commander in chief, Headquarters Strategic Air Command, Offutt AFB, Neb.
14. May 1989 - January 1991, special assistant for strategic modernization to the chief of staff and assistant secretary of the Air Force for acquisition, Washington, D.C.
15. January 1991 - June 1993, Joint Staff representative for the Conference on Confidence and Security Building Measures in Europe, Washington, D.C.
16. June 1993 - January 1994, director, personnel plans, deputy chief of staff, personnel, Headquarters U.S. Air Force, Washington, D.C.
17. January 1994 - present, commander, Air Force Military Personnel Center, Randolph AFB, Texas

Figure A3.4. Continued.

Flight Information:
Rating: Command pilot
Flight hours: More than 4,000
Aircraft flown: B-1 B, B-52, EC-135, RC-135 and KC-135

Major Awards And Decorations:
Legion of Merit
Meritorious Service Medal with two oak leaf clusters
Air Medal with five oak leaf clusters
Air Force Commendation Medal with oak leaf cluster
Vietnam Service Medal with three service stars
Republic of Vietnam Gallantry Cross with Palm
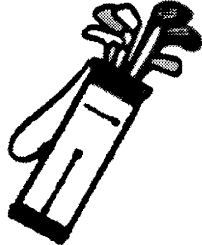
Other Achievements:
1987 Under his leadership, the 379th Bombardment Wing won the Fairchild Trophy as the best strategic bombardment
wing in Strategic Air Command

Effective Dates Of Promotion:
Second Lieutenant	September 13, 1964
First Lieutenant	March 13, 1966
Captain	September 13, 1968
Major	May 1, 1977
Lieutenant Colonel	October 1, 1979
Colonel	November 1, 1983
Brigadier General	April 1, 1989
Major General	May 20, 1992

Figure A3.5. Sample Biography.

FACILITIES & SERVICES

	Bldg	Phone		Hours
Security Policy	235	75700		24 Hours
RAFB Ambulance Services	675	72734		24 Hours
Base Operations	8	71861	M-F	0600-2200
			Sat-Sun	0700-2000
Passenger Service	H-7	71854	M-F	0600 1800
			Sat-Sun	As Required
SATO (AFMPC)	499B	74500	M-F	0800-1600
Vehicle Operations (VIP Section)	172	76609		0645-1600
Taxi Section		73477		24 Hours
Billeting Office	118	75761		24 Hours
Golf Course	1300	74653		0700 Dusk
Base Gym	H-70	72955	M-F	0730-2100
			Sat-Sun	1200-1700
Officers' Open Mess	500	658-7445	M-Th	0630-2100
			Fri	0630-0100
			Sat	1800-2400
			Sun	0930-1330
Open Mess	598	73056	M-Th	0630-2300
			Fri	0630-0200
			Sat	1030-0200
			Sun	1030-2300
Base Exchange	1073	72681	M-Sat	0900-2100
			Sun	0900-1800
Clothing Sales	200	75643	M-F	0800-1745
			Sat	0930-1300
Base Cleaners	1073	659-4260	M-F	0700-1730
			Sat	0830-1730
Cafeterias:				
Flight Line	H-11	658-4111	M-Th	0600-1630
			Fri	0600-1800
BX Burger Bar (AFMPC)	468	658-1335	M-F	0630-1330
Barber Shops:				
Base Exchange	1073	658-0581	M-F	0800-1900
			Sat	0800-1730
			Sun	1100-1600
Officers' Open Mess	500	658-6462	M-F	0900-1700
AFMPC	99C	658-5112	M-F	0800-1600
NCO Open Mess	598	658-1166	M-F	0800-1700

Figure A3.6. Maps

SAN ANTONIO & VICINITY

RANDOLPH AIR FORCE BASE

HQ AFMPC (Bldg 499)

Figure A3.7. Agenda.

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UTILIZATION AND TRAINING WORKSHOP
AGENDA

1 - 5 JANUARY 1994

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	1 JANUARY/MONDAY	
0800	Welcome and Opening Remarks	Maj Gen McGinty
0815	Administrative Announcements	Capt Lucas
0830	Introduction of Attendees	Capt Lucas
0845	U&TW Objectives/Agenda	CMSgt Byrd/Mr Williams
0915	751X0 Occupational Survey Report/ Training Extract Briefing	Mr Cosgrove (USAFOMSQ)
0930	751X1 Occupational Survey Report/ Training Extract Briefing	Capt Carle (USAFOMSQ)
1000	Break	
1015	Career Field Education and Training Plan (CFETP))/Part I Specialty Description and Career Path	SMSgt Cargill
1030	Finalize Specialty Description and Career Path	(Working Groups)
1200-1300	Lunch	
1300-1630	Finalize Specialty Description and Career Path	(Working Groups)
1730-Dark	Social at Eberle Park	(Casual Attire)

	2 JANUARY/TUESDAY	
0730	Administrative Announcements	Capt Lucas
0735	Group Leaders Brief Final Specialty Description and Career Path (CFETP Part I)	(Group Leaders)
1000	Break	
1015	CFETP/Part II Briefing: Specialty Training Standard (STS); (e.g., Job Performance Requirements [JPR], Core Tasks, Qualification Training Package [QTP])	SMSgt Cargill
1030	Finalize STS: JPRs, Core Tasks, and QTPs	(Working Groups)
1200-1300	Lunch	
1300-1630	Finalize STS: JPRs, Core Tasks, and QTPs	(Working Groups)

	3 JANUARY/WEDNESDAY	
0730	Administrative Announcements	Capt Lucas
0735	Group Leaders Brief Final STS: JPRs, Core Tasks, and QTPs	(Group Leaders)
1000	Break	
1015	751XX Technical Training School (TTS) Briefing	Mr Harman/Mr Morgan
1045	751XX Correspondence Course Briefing	MSgt Sullivan
1115-1215	Lunch	
1215-1630	Identify TTS Requirements for Initial Skills, Advanced, and Wartime Courses, and Correspondence Course Requirements	(Working Groups)

Figure A3.7. Continued.

	4 JANUARY/THURSDAY	
0730	Administrative Announcements Group Leaders	Capt Lucas
0735	Brief Final TTS and Correspondence Course Requirements	(Group Leaders)
1000	Break	
1015	Transition Training Plan (TTP) Briefing	CMSgt Byrd/Mr Williams
1030	Identify TTP Requirements	(Working Groups)
1200-1300	Lunch	
1300-1630	Identify TTP Requirements	(Working Groups)

	5 JANUARY/FRIDAY	
0730	Administrative Announcements	Capt Lucas
0735	Group Leaders Brief Final TTP Requirements	(Group Leaders)
1000	Break	
1015	Finalize Career Field Management Plan	CMSgt Byrd/Mr Williams
1200-1300	Lunch	
1300	Finalize CFETP	CMSgt Byrd/Mr Williams
1415	Break	
1430	Base Training System (BTS) Demonstration	CMSgt Singleton
1600	Wrap-Up/Adjourn	CMSgt Byrd/Mr Williams

Figure A3.8. U &TW Representatives & Seating Arrangement

AETC	Mitzel, John	GM-14	USAFA	Good, James	GS-12
AFIC	Carrington, Marty	MSGT	USAFE	Bass, William	CMSGT
AFOSI	Fullerton, Carol	MSGT	PACAF	Summers, Paul	CMSGT
AFRES	Wood, Kathy	MSGT	ANGRC	Clancy, Tanda	SMSGT
AFMC	Lowe, Joy	TSGT	AFSPCOM	Walpus, Lou	SMSGT
AFMPC	Whitley, Greta	SSGT	AFRES	Benoit, Sharon	MSGT
AMC	Hull, Jerre	GM-14	AFMSMET	Redder, Wanda	MSGT
AFMPC	Ziebell, Tina	GS-12	ACC	Wilcox, Gary	MSGT
AFOSI	Gladney, Randle	1 LT	AFCESA	Groberski, Janet	TSGT
AETC	Wright, Charles	CMSGT	ANGRC	Illing, Constance	LT COL
ACC	Eckstein, Charles	SMSGT	USAFE	Dole, Eleanor	GS-12
AFMPC	Lopez, Fred	SMSGT	AMC	Kinnamon, Samuel	CMSGT
USAFA	Greaves, Gregory	MSGT	AMC	Lawhead, Charles	CMSGT
AFMPC	Rush, Robert	MSGT	ACC	Palmasani, Frank	SMSGT
AFRES	Wilson, Larry	MSGT	AFSOC	Welch, Paul	SMSGT
AFMPC	Mendez, Daniel	TSGT	USAFE	Bass, Debra	MSGT
AFSOC	Israel, Kenith	SSGT	AFMC	Woods, Gary	GM-14

Figure A3.9. Seating Chart.
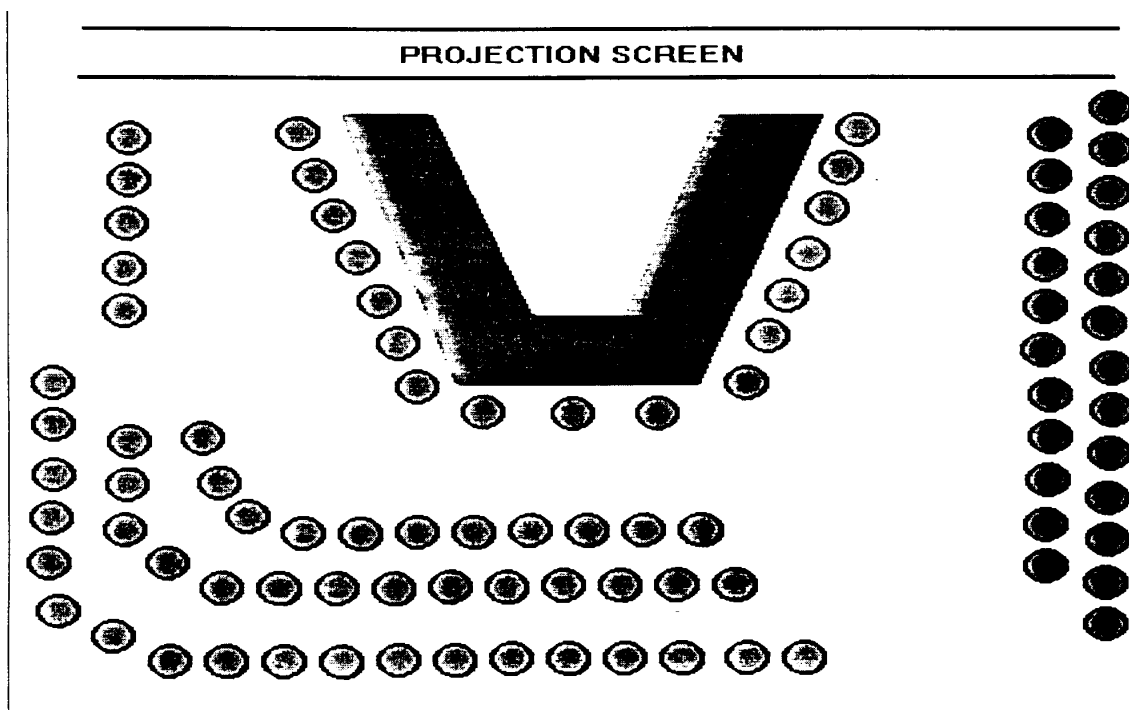
Figure A3.10. Designated Working Group List.

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751XX UTILIZATION AND TRAINING WORKSHOP
1 - 5 JANUARY 1994
DESIGNATED WORKING GROUP LIST

</div>

MAJCOM	Name	Grade
Unit Training Group		
AFSPACECOM	ECKERT, PAUL	CMSGT
USAFE	BERNING, EILEEN	MSGT
AFCC	MILLS, RAY	SGT
TAC	WILCOX, GARY	MSGT
AFRES	WILSON, LARRY	MSGT
ATC	FARRELL, MARY	TSGT
AFCESA	GROBERSKI, JANET	TSGT
AFMC(I)	LOWE, JOY	TSGT
AF/SG	HARRIS, JAMES	TSGT
AFDW	YORK, STEPHEN	TSGT
Base Training Group		
MAC	LAWHEAD, CHUCK	CMSGT
ANGRC	CLANCEY, TANDA	SMSGT
AFSOC	HARTLEY, BOB	SMSGT
ANGRC	STEILER, WILLIAM	SMSGT
AFSPACECOM	WALPUS, LOU ELLA	SMSGT
AFIC	CARRINGTON, MARTHA	MSGT
AFOSI	FULLERTON, CAROL	MSGT
USAFA	GREAVES, GREGORY S.	MSGT
AU	SHAZIER, JAMES	MSGT
AFMC(I)	STADERMAN, MILT	MSGT
Maintenance Training Group		
USAFE	BASS, BILLY	CMSGT
AFRES	KILEY, EDWARD	CMSGT
ATC	HAGAN, LONNIE	SMSGT
ANGRC	MILLER, ROBERT	SMSGT
AFRES	SMITH, DONNA	SMSGT
TAC	STERN, KEN	SMSGT
PACAF	SZCZEPANSKI, STAN	SMSGT
MAC	LLOYD, RICHARD	TSGT
AFSOC	ISRAEL, KENITH	SSGT

Figure A3.10. Continued.

	Education Services Group	
HQ USAF	WILLIAMS, JACK	GS14
TAC	MITZEL, ROBERT	GS13
AU	McGOUGH, ROBERT	GM13
AFIC	VIDAURRI, RUBEN JR	GS12
AFOSI	GLADNEY, RANDLE	2LT
ANGRC	KNISKERN, GORDON	CMSGT
ATC	SCHWICKERATH, GARY	CMSGT
PACAF	SUMMERS, PAUL	CMSGT
AFDW	WILLIAMS, COY	MSGT
AU	WILLIAMS, RONALD	MSgt

	Working Group Support Team	
HQ USAF	GIBSON, NOAH	MAJ
ATC	STRATTON, ARTHUR	CAPT
AFMPC	LUCAS, DOUG	CAPT
AFMPC	BYRD, IVAN	CMSGT
AFMPC	CARGILL, BOB	SMSGT
AFMPC	LaFORTUNE, MARC	MSGT
AFMPC	HERNANDEZ, JENNIE	SSGT
ATC	HARMON, LEO	GS12
ATC	MORGAN, DEMPSEY	GS12
ATC	COOK, BEVERLY	GS11
ATC	SULLIVAN, ART	MSGT

Figure A3.11. Working Group Meeting Rooms.

751XX UTILIZATION AND TRAINING WORKSHOP
1 - 5 JANUARY 1994
WORKING GROUP MEETING ROOMS

	Unit Training Group	
D-WING	DPMRA CONFERENCE ROOM	
18 MAY	MONDAY	1030-1630
19 MAY	TUESDAY	1030-1630
20 MAY	WEDNESDAY	1215-1630
21 MAY	THURSDAY	1030-1630

	Base Training Group	
A-WING	CONFERENCE CENTER BREAK ROOM	
18 MAY	MONDAY	1030-1630
19 MAY	TUESDAY	1030-1630
20 MAY	WEDNESDAY	1215-1630
21 MAY	THURSDAY	1030-1630

	Maintenance Training Group	
A-WING	COMMAND SECTION GREEN ROOM	
18 MAY	MONDAY	1030-1630
19 MAY	TUESDAY	1030-1630
20 MAY	WEDNESDAY	1215-1630
21 MAY	THURSDAY	1030-1630

	Education Services Group	
A-WING	CONFERENCE CENTER MAIN ROOM	
18 MAY	MONDAY	1030-1630
19 MAY	TUESDAY	1030-1630
20 MAY	WEDNESDAY	1215-1630
21 MAY	THURSDAY	1030-1630

Attachment 4

UTILIZATION AND TRAINING WORKSHOP MINUTES

MEMORANDUM FOR: SEE DISTRIBUTION

FROM: HQ AFMPC/DPMYME

SUBJECT: 751XX Utilization and Training Workshop Minutes, 1 - 5 January 1994

Air Force Training Management and Development Section (AFMPC/DPMYME) hosted a utilization and training workshop (U&TW) from 1 - 5 January 1994. Mr. Jack Williams, Maj Noah Gibson, and CMSgt Ivan Byrd co-chaired the event. Its purpose was to set the cornerstone for a human resource development (HRD) specialty, a new career field evolving from the merging of AFSCs 751X0 (Education) and 751X1 (Training Systems). This U&TW entailed encapsulating all life-cycle training requirements, standards, and resources into a career field management plan (CFETP) and developing a transition training plan (TTP) for the new specialty. A summary of daily U&TW activities is included; a list of participants is at **Attachment 2**

Day One (Monday, 1 January 1994) Activities.

    a. Colonel Lyons, Chief of Special Assignments Division, opened the U&TW. He welcomed participants and provided an overview of AF/CC's Year of Training as well as force drawdown and restructuring initiatives. He then tasked participants to focus individual and collective efforts toward building a specialty supporting Air Force education and training needs in light of these changes. He concluded by challenging everyone to work smart and hard to do what's right for the Air Force.

    b. Capt Lucas followed with administrative announcements and introduction of U&TW attendees. CMSgt Byrd then listed the workshop objectives, outlined the U&TW agenda, and emphasized the importance of a successful effort. He stated the U&TW goals included creating a new life-cycle CFETP and establishing a TTP to facilitate the 1994 merger. Specifically, the CFETP required developing a specialty description and identifying life-cycle needs within duty position training and technical and correspondence courses. He illustrated the importance of doing this right by using statistical data and comments received from the recent AFSC 751X1 job inventory, conducted by the USAF Occupational Measurement Squadron (USAFOMSQ).

    c. Mr Cosgrove and Capt Carle, USAF Occupational Measurement Squadron, briefed the April 1990 751X0 Occupational Survey Report (OSR) and tentative findings of the recent 751X1 job inventory, respectively. Both briefings were designed to acquaint everyone with the tasks performed in each specialty, the degree each task is performed (frequency and number of people performing), and how AFSC 751X0 and 751X1 manpower is used. A copy of the 751X0 OSR briefing is at **Attachment 2**. A copy of the preliminary results of the 751X1 job inventory is **Attachment 3**.

    d. SMSgt Cargill briefed the CFETP structure and components, process for constructing the CFETP, and construction timetable. He then detailed the construction process for Part I of the CFETP and out-

lined the common and unique MAJCOM inputs pertaining to the specialty description, resulting from the January-March 1992 requirements study. Common inputs included adding 751X0 duties and responsibilities to the 751X1 specialty description, keeping the new specialty as a lateral entry AFSC, and retaining a mandatory 3-skill level awarding technical training course. Unique inputs included requiring a Community College of the Air Force degree and/or minimum grade of staff sergeant as an entry level requirement, establishing a mandatory 25 word-per-minute typing requirement; and creating a 5-skill level within the AFSC. After these briefings, participants broke into their assigned working groups to construct Part I of the CFETP.

Day Two (Tuesday, 2 January 1994) Activities.

a. Working groups convened in the first general session and the four group spokespersons presented their changes to Part I of the CFETP. Each group's position was discussed and opened for challenge by all participants; the resulting discussions produced the document contained in Part I of the CFETP at **Attachment 5**.

b. SMSgt Cargill then briefed the construction process and timetable for Part II of the CFETP and outlined the common MAJCOM inputs pertaining to the 751XX specialty training standard (STS), derived from the Jan-Mar 92 requirements study. Common inputs included keeping the current 751Xl STS format and coding pattern, merging 751X0 and 751X1 STSs, specifying core tasks for each duty position and skill level, providing technical training for 751X0 and 751Xl duties, and creating an education services volume to be included in specialized course (SC) 7520. SMSgt Cargill directed participants to focus only on identifying the job performance requirements (JPR), core tasks for each duty position and skill level, and tasks requiring the creation of qualification training packages (QTP) during the Tuesday working group session. After this briefing, participants broke into their assigned working groups to construct the first portion of Part II of the CFETP.

Day Three (Wednesday, 3 January 1994) Activities.

a. Working groups convened in the second general session and the four group spokespersons presented their recommendations for the JPRs, core tasks, and QTPs needed for Part II of the CFETP. Each group's position was discussed and opened for challenge by all participants; the resulting discussions produced the document contained in Part II of the CFETP at **Attachment 5**.

b. Mr. Leo Harman, 3700 TCHTG training manager for the 75131 technical course, briefed the effects of extending the length of the initial skills (3-skill level awarding) course to 50 days (vice 40), and including the 751X0 trained personnel requirement (TPR) in the graduate production. Specifically, the number of instructors and student man-years would increase by one and four, respectively. Mr. Harman stated one instructor authorization, as well as budget and equipment increases, for the initial skills course are within Air Training Command's capability. He also reported that a 15-day advanced (7-skill level awarding) course with an annual production of 150 graduates would require two more instructors. CMSgt Byrd then instructed participants to focus on identifying technical training requirements for initial skills, advanced, and wartime courses, and correspondence course needs for SC 7520 during the Wednesday working group session. After this briefing, participants broke into their assigned working groups to construct the second portion of Part II of the CFETP.

Day Four (Thursday, 4 January 1994) Activities.

a. Working groups convened in the third general session and the four group spokespersons presented their recommendations for the initial skills, advanced, and wartime technical training courses, and requirements for SC 7520. Each group's position was discussed and opened for challenge by all participants. The resulting discussions produced the coding requirements for the technical training and correspondence courses; these requirements are reflected on the STS in Part II of the CFETP at **Attachment 5**.

b. The U&TW general session tasked the 3700 TCHTG to start immediately working the new initial skills course and its wartime substitute, a separate volume to SC 7520 for education services functions and, if AF/CC policy remains unchanged after the June 1992 CORONA, the advanced course as well. Technical training courses will be developed to meet code levels specified in the revised STS. SC 7520 will be revised to include, as a minimum, all items asterisked in the respective column of the new STS; the course writer may add related material if it enhances the basic course. If required, resource needs (instructors, developers, student man-years, etc.) to develop ant execute the advanced course and a subject matter expert to help develop the education services volume to SC 7520 will be handled by HQ USAF/DPPE. Technical and correspondence course documents will be coordinated as usual.

c. CMSgt Byrd then briefed the common requirements for the 751XX Transition Training Plan (TTP), derived from MAJCOM inputs to the January-March 1992 requirements study. Common inputs included a 1-year skill knowledge test (SKT) exemption, a 30 April 1994 conversion (merger) date, a 3-year transition period, and cross-utilization training (CUT) in each major duty position (unit, base, and maintenance training, and education services). After this briefing, CMSgt Byrd convened a special meeting of working group leaders and the 751X0 and 751Xl career managers and reemphasized the importance of establishing a sound foundation and constructing a TTP that worked. Participants then broke into their assigned working groups to construct the TTP.

Day Five (Friday, 5 January 1994) Activities.

a. Working groups convened in the fourth general session and the four group spokespersons presented their recommendations for the 751XX TTP. Each group's position was discussed and opened for challenge by all participants; the resulting discussions produced the following TTP requirements:

(1) Conversion Date. Merger of AFSCs 751X0 and 751Xl was slipped 6 months to 31 October 1993 (vice 30 April 1993). Participants believed more time was needed to ensure all training courses, documents, and materials were ready (developed, coordinated, and available) on "day one" of the merger.

(2) Duration. Transition training will be conducted from 1 November 1993 to 31 October 1997, a period of 4 years. The decision to extend the TTP from 3 (as proposed) to 4 years was based on the time required to become familiar with each position. Participants cited concerns with the anticipated daily workload, resulting from decreased manpower in a smaller and restructured Air Force, and training capability and capacity of involved units, especially education services, due to limited positions and members available for training.

(3) Target Group. Transition training is mandatory for all 751X0s and 751Xls in grades E6 (TSgt) and below; master sergeants (E7) and above will be encouraged to complete a series of QTPs

to be determined. First graduates of the new 751XX initial skills course will also complete all duty position QTPs; this target group will be specified in the approved TTP.

(4) Training Requirements. Target group personnel will complete the respective QTP and be rotated to each duty position for "hands on" training on the core tasks within each position; TTP trainees are required to be certified to the "GO" level.

(5) Training Methods. Training will be accomplished in the most effective and efficient manner possible to ensure TTP trainees are qualified with the core tasks in each duty position. Coach-pupil method in an actual working environment is considered the best; however, group training via classroom instruction or an in-house training program is acceptable. The goal is to ensure "hands on" training of TTP requirements occurs. Training of collocated TTP personnel assigned to units of other MAJCOMs, the Air National Guard, or Air Force Reserve is encouraged.

(6) Program Management. A special experience identifier (SEI) will be created for each duty position (unit, base, and maintenance training, and education services) and used to track completed training. Base training managers are the focal point for the TTP and will use Part II of the table 7 DESIRE On-The-Job Training Roster to track progress. TTP trainees must be awarded at least one SEI a year to warrant satisfactory progress.

(7) Status Reporting. Base training managers will report TTP status to their MAJCOM quarterly. MAJCOMs will semiannually report TTP status to AF/DPPE and HQ AFMPC/DPMYME. Reporting dates and information will be announced in the approved TTP.

(8) Exceptions and Waivers. Personnel possessing the control and duty AFSC T751XX (vice T751Xl) must complete all QTPs cited in the approved TTP; rotation for hands on familiarization training in each duty position is not required. Only MAJCOM 751XX career field managers can waiver TTP requirements.

(9) Transition Training Plan Development. HQ AFMPC/DPMYME accepted the task of authoring, coordinating, and publishing the transition training plan. Development efforts were set to start on or about 1 June 1993. MAJCOM coordination of the strawman TTP would follow USAF/ DPPE review. The goal is to have an approved TTP in the field and well publicized by 31 July 1993, 3 months before the conversion (merger) date.

b. CMSgt Byrd tabled further general session discussions to allow for two future technology briefings effecting participants.

(1) CMSgt Byrd introduced MSgt Rick Booth of the Base Training System (BTS) Systems Program Office (SPO). MSgt Booth provided a live BTS demonstration, emphasizing its capabilities and user friendliness. Participants reacted very favorably.

(2) CMSgt Byrd then introduced Capt Mark Dunlop from HQ ATC Research and Technology Development Section (XPCR), a project officer for several volumes of AFH 36-2235. Capt Dunlop briefed the actions underway to revise the instructional system design (ISD) model. This effort attempts to emphasize training quality and mission needs instead of documentation. It also strives to increase usability and flexibility, update underlying ISD theories, provide a "how-to tool box" for developers, and keep development and decisions at the lowest level possible. A copy of his briefing slides are at **Attachment 6**.

c. CMSgt Byrd resumed the general business meeting; the resulting discussions produced the following agreements regarding QTP development:

(1) Participants decided five QTPs were required for AFSC 751XX: a generic QTP addressing human resource development administrative and management, and one each for unit, base, and maintenance training, and education services functions.

(2) MAJCOMs agreed to initially develop the 751XX QTPs in either a lead or support capacity. Led MAJCOMs will designate a QTP writer, provide AFMPC/DPMYME the writer's name by 30 June 1993, construct the QTP using ENABLE word processing software, and send the strawman QTP to the 3700 TCHTG by 28 February 1994. Support MAJCOMs agreed to assist the lead MAJ-COMs, as necessary. The accepted taskings are as follows:

(a) Human Resources Development (Generic). Lead MAJCOM is Air Combat Command (ACC)/DPAT; support MAJCOMs are Air Force Material Command (AFMC)/DPUE and Air National Guard Readiness Center (ANGRC)/TEEO.

(b) Education Services. Lead MAJCOM is Air Mobility Command (AMC)/DPATJ; support MAJCOMs are Air Force Reserve (AFRES)/DPTS and Pacific Air Forces (PACAF)/ DPAET.

(c) Unit Training. Lead MAJCOM is Air Training Command (ATC)/DPAEO; support MAJCOMs are United States Air Forces Europe (USAFE)/DPATTJ, Air National Guard Readiness Center (ANGRC)/TEEO, Air Force Intelligence Command (AFIC)/DPAT, Air Force Special Operations Command (AFSOC)/LGMMR, and Air Force Civil Engineering Support Center (AFCESA)/DMGT.

(d) Base Training. Lead MAJCOM is Air Force Space Command (AFSPACECOM)/ DPAE; support MAJCOM is the United States Air Force Academy (USAFA)/DPMUJ.

(e) Maintenance Training. Lead MAJCOM is Air Combat Command (ACC)/LGMT; support MAJCOMs are United States Air Forces Europe (USAFE)/LGMPR and Air Force Material Command (AFMC)/DPUE.

(3) The 3700 TCHTG agreed to develop and maintain all QTPs supporting AFSC 751XX as well as maintain and export the former Enlisted Specialty Training Advisory Service (ESTAS) courses in support of AF/CC's "Year of Training" requirements. The seven former ESTAS courses include: Commander/Staff Officer, Enlisted Specialty Training (EST) Supervisor, Training the Trainer, EST Manager, ISD Applied to the Work Center, AFRES/ANG Unit Training Manager, and Classroom Instruction. For initial QTP development, the 3700 TCHTG agreed to consolidate MAJ-COM QTP inputs, coordinate strawman QTP reviews, and finalize the QTPs for publication and distribution.

(4) USAF/DPPE agreed to transfer the six remaining ESTAS manpower authorizations from the 3785 FLDTG to the 3700 TCHTG to support the ongoing QTP and exportable course development effort.

(5) AFMPC/DPMYME agreed to work with the 3700 TCHTG to develop or acquire a QTP explaining "how to" develop QTPs and forward it to MAJCOMs by 31 July 1993.

(6) USAF/DPPE, AFMPC/DPMYME, and the 3700 TCHTG agreed to convene a meeting at Sheppard AFB on 8 July 1994 (tentative) to finalize all training support material (QTPs, etc.).

d. The last order of business involved changing the STS cover page. Participants set the following additional requirements for inclusion in the new document:

(1) Require all 751XX personnel be trained by another qualified 751XX.

(2) Mandate third party evaluations and certifications be accomplished for award of the 7-skill level.

(3) Explain coding system used in column 3 and provide instructions for completing duty position and transition training core tasks, wartime course tasks, and QTPs.

e. CMSgt Byrd provided a brief review of the entire week and asked MAJCOMs to review the CFETP again, especially the 198 core tasks cited for transition training, to ensure the document will work for us. He reminded everyone that the CFETP was not to go to field units for coordination or review. He then closed the U&TW by extending his appreciation and gratitude for the team approach exhibited by participants.

In summary, this U&TW facilitated Air Force restructuring by promoting evolution of a community designed to meet current and future Air Force education and training challenges. Simply put, it met its objective. Participants developed a sound foundation for the new specialty by creating a realistic CFETP and benchmark for transition training. Yet, a lot of work remains to be done before the 31 October 1994 merger. We'll need everyone's help, through timely completion of their taskings, to be ready to go on "day one." Let's continue the teamwork approach--together, we can make this new specialty happen.

These meeting minutes were coordinated with HQ USAF/DPPE and HQ AFMPC/DPMYME, Air Force career field managers for AFSCs 751X0 and 751X1, respectively. Please direct questions regarding these minutes to SMSgt Bob Cargill, HQ AFMPC/DPMYME, DSN 487-5945.

ROBERT A. DRAPER Lt Col, USAF

Ch, USAF Classification & Training Branch

Attachments:

1. Distribution

2. Attendance List

3. 751X0 OSR Slides

4. 751X1 Job Inventory Briefing Slides

5. Draft CFETP

6. ISD Briefing Slides

DISTRIBUTION:

HQ USAF/DPPE
WASHINGTON DC 20330-5060
(Maj Gibson/Mr. Williams)

HQ AFSOC/DPAT
 HURLBURT FLD FL 32544-5000
(SMSgt Hartley)

HQ AFSOC/LGMMT
WASHINGTON DC 20330-5060
(SSgt Israel)

HQ AFSPACECOM/DPAE
PETERSON AFB CO 80914-5001
(SMSgt Walpus)

HQ AFMC(I)/DPUE
WRIGHT PATTERSON AFB OH 45433-5001
(MSgt Staderman)

HQ AFCC/DPATO
SCOTT AFB IL 62225-6001
(MSgt Mills)

HQ AMC/DPAEE
SCOTT AFB IL 62225-6001
(MSgt Wilcox)

HQ ACC/DPAEE
LANGLEY AFB VA 23665-5001
(Mr. Henderson)

HQ ACC/LGQT
LANGLEY AFB VA 23665-5001
(SMSgt Stern)

HQ USAFA/DPMUJ
COLORADO SPRINGS CO 80840-5440
(MSgt Greaves)

HQ AFOSI/DPMUJ
BOLLING AFB DC 20332-6001
(MSgt Fullerton)

ATC/DPAEE
RANDOLPH AFB TX 78150-5001
(CMSgt Schwickerath)

HQ ATC/DPAEO
RANDOLPH AFB TX 78150-5001
(TSgt Farrell)

HQ ATC/LGMMP
RANDOLPH AFB TX 78150-5001
(SMSgt Hagan)

HQ AFSPACECOM/DOTE
PETERSON AFB CO 80914-5001
(CMSgt Eckert)

HQ AFIC/DPAT
KELLY AFB TX 78243-5000
(MSgt Carrington)

HQ AMC/DPATJ
SCOTT AFB IL 62225-5001
(CMSgt Lawhead)

HQ AMC/LEMMB
SCOTT AFB IL 62225-5001
(TSgt Lloyd)

HQ ANGCR/TEEO
ANDREWS AFB DC 20331-6008
(CMSgt Kniskern)

HQ ANGCR/TEEO
ANDREWS AFB DC 20331-6008
(SMSgt Clancy)

HQ ANGCR/LGMM
ANDREWS AFB DC 20331-6008
(Mr. Rico)

HQ AU/DPAT
MAXWELL AFB AL 36112-5000
(MSgt Vines)

Attachment 5

**CAREER FIELD EDUCATION AND TRAINING PLAN (OFFICER CFETP TEMPLATE)
(NAME OF AFSC) SPECIALTY AFSC (NUMERICAL CODE)**

Table Of Contents

Part I

OPR:

Approved By:

Part I

Preface

1. This Career Field Education and Training Plan (CFETP) is a comprehensive education and training document that identifies life-cycle education and training requirements, training support resources, and a minimum requirements for this specialty. The CFETP will provide personnel a clear career path to success and will instill rigor in all aspects of career field training. NOTE: Civilians occupying associated positions will use Part II to support duty position qualification training.

2. The CFETP consists of two parts; both parts of the plan are used by supervisors to plan, manage, and control training within the career field.

2.1. Part I provides information necessary for overall management of the specialty. Section A explains how everyone will use the plan; Section B identifies career field progression information, duties and responsibilities, training strategies, and career field path; Section C associates each level with specialty qualifications (knowledge, education, and training); and Section D indicates resource constraints. Some examples are funds, manpower, equipment, and facilities.

2.2. Part II includes the following: Section A identifies the Course Training Standard (CTS), technical references to support training, Air Education and Training Command (AETC) conducted training, and correspondence course requirements. Section B identifies a training course index supervisors can use to determine resources available to support training. Included here are both mandatory and optional courses; Section C identifies available support materials. An example is a Qualification training packages (QTP) which may be developed to support proficiency training. These packages are identified in AFIND8, Numerical Index of Specialized Education/Training Publications; Section D identified MAJCOM unique training requirements supervisors can use to determine additional training required for the associated qualification needs.

3. Using guidance provided in the CFETP will ensure individuals in this specialty receive effective and efficient training at the appropriate points in their career. This plan will enable us to train today's work force for tomorrow's jobs. At unit level, supervisors and trainers will use Part II to identify, plan, and conduct training commensurate with the overall goals of this plan.

ABBREVIATIONS AND TERMS EXPLAINED

Bridge Course. A formal or informal course of training which allows the officer to expand their knowledge in another area of expertise.

Career Field Education Training Plan (CFETP). A CFETP is a comprehensive, multipurpose document encapsulating the entire spectrum of education and training for a career field. It outlines a logical growth plan that includes training resources and is designed to make career field training identifiable, to eliminate duplication, and to ensure this training is budget defensible.

Continuation Training. Additional advanced training exceeding the minimum upgrade training requirements with emphasis on present or future duty assignments.

Core Task. A task AFCFMs identify as a minimum qualification requirement within an Air Force specialty or duty position.

Course Training Standard (CTS). A training standard that identifies the training that members will receive in a specific course.

Initial Skills Training. A formal resident course which results in award of the entry level.

On-the-Job Training (OJT). Hands-on, over-the-shoulder training conducted to certify personnel in both upgrade (skill level award) and job qualification (duty position certification) training.

Qualification Training (QT). Actual hands-on task performance training designed to qualify an individual in a specific duty position. This portion of the dual channel on-the-job training program occurs both during and after the upgrade training process. It is designed to provide the performance skills required to do the job.

Qualification Training Package (QTP). An instructional package designed for use at the unit to qualify, or aid qualification, in a duty position or program, or on a piece of equipment. It may be printed, computer-based, or in other audiovisual media.

Resource Constraints. Resource deficiencies, such as money, facilities, time, manpower, and equipment that preclude desired training from being delivered.

Upgrade Training (UGT). Mandatory training which leads to attainment of higher level of proficiency.

Section A--General Information

1. Purpose. This CFETP provides the information necessary for Air Force Career Field Managers (AFCFM), MAJCOM functional managers (MFM), training management, supervisors and trainers to plan, develop, manage, and conduct an effective and efficient career field training program. The plan outlines the training that individuals in this AFS should receive in order to develop and progress throughout their career. For purposes of this plan, training is divided into entry level, upgrade, and proficiency training. Initial skills training is the AFS specific training an individual receives upon entry into the Air Force for award of the entry level (1) AFS. Normally, this training is conducted by AETC at one of the technical training centers. Upgrade training identifies the mandatory courses, qualification requirements, and educational requirements for award of the intermediate (2), qualified (3) or staff (4) level. Proficiency training is additional training provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade.

2. Uses. The plan will be used by MFM and supervisors at all levels to ensure a comprehensive and cohesive training programs are available for each individual in the specialty.

2.1. AETC training personnel will develop and revise formal resident, non-resident, field and exportable training based upon requirements established by the users and documented in Part II of the CFETP. They will also work with the AFCFM to develop acquisition strategies for obtaining resources needed to provide the identified training.

2.2. MFMs will ensure their training programs complement the CFETP mandatory initial, upgrade, and proficiency requirements. Identified requirements can be satisfied by OJT, resident training, contract training or exportable courses. MAJCOM-developed training to support this AFSC must be identified for inclusion into the plan.

2.3. Each individual will complete the mandatory training requirements specified in this plan. The list of courses in Part II will be used as a reference to support training.

3. Coordination and Approval. The AFCFM is the approval authority. MAJCOM representatives and AETC training personnel will identify and coordinate on the career field training requirements. The AETC training manager for AFS XXXX will initiate an annual review of this document by AETC and MFMs to ensure currency and accuracy. Using the list of courses in Part II, they will eliminate duplicate training.

Section B--Career Progression and Information

4. Specialty Description.

4.1. Specialty Summary. Refer to AFMAN 36-2105, paragraph 1.

4.2. Duties and Responsibilities. Refer to AFMAN 36-2105, paragraph 2. List duties and responsibilities individually and describe.
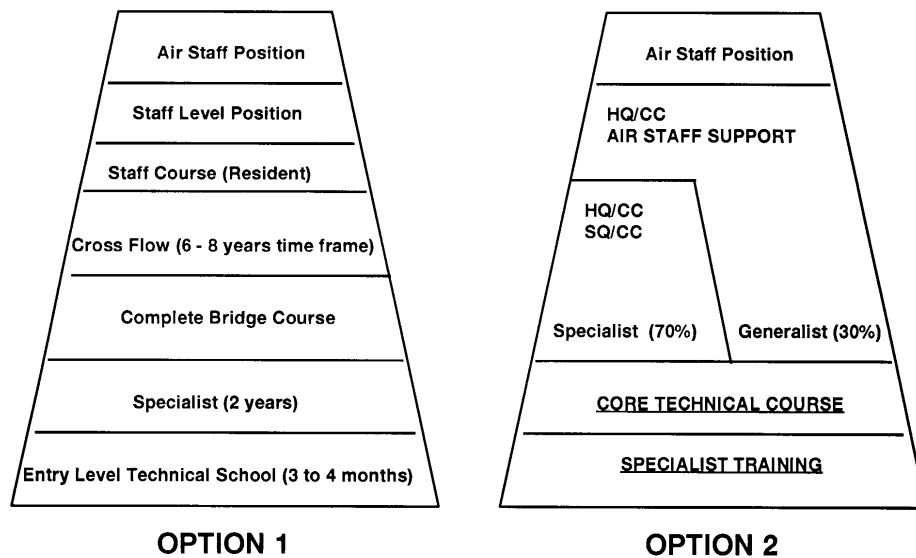
5. Skill and Career Progression. Adequate training and timely progression from the entry to the intermediate or qualified level play an important role in the Air Force's ability to accomplish its mission. It is

essential that everyone involved in training must do their part to plan, manage, and conduct an effective training program. The guidance provided in this part of the CFETP will ensure each individual receives viable training at appropriate points in their career.

5.1. Entry (1) Level. (Provide an outline of activities for award of this level and to progress to the next level. Activities may consist of academic or experience requirements.)

5.2. Intermediate (2) Level. (Provide an outline of activities for award of this level and to progress to the next level. Activities may consist of academic or experience requirements.)

5.3. Qualified (3) Level. (Provide an outline of activities for award of this level and to progress to the next level. Activities may consist of academic or experience requirements.)

5.4. Staff (4) Level. (Provide an outline of activities for award of this level. Activities may consist of academic or experience requirements.)

6. Training Decisions. The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the (identify name of AFS) career field. The spectrum includes a strategy for when, where, and how to meet the training requirements. The strategy must be apparent and affordable to reduce duplication of training and eliminate a disjointed approach to training. (Place a comment identifying where the training decisions were made).

6.1. Initial Skills. (Initial and Entry level training will usually be developed and taught by AETC.)

6.2. Upgrade Requirements. (Provide a sequence of events to meet requirements to obtain intermediate, qualified, or staff level AFS.)

6.3. Proficiency Training. (Discuss follow-on training available to provide career broadening.)

7. Career Field Path (**Figure A5.1.**).

Figure A5.1. Sample Career Field Path Options.

OPTION 1

- Air Staff Position
- Staff Level Position
- Staff Course (Resident)
- Cross Flow (6 - 8 years time frame)
- Complete Bridge Course
- Specialist (2 years)
- Entry Level Technical School (3 to 4 months)

OPTION 2

- Air Staff Position
- HQ/CC AIR STAFF SUPPORT
- HQ/CC SQ/CC
- Specialist (70%) / Generalist (30%)
- CORE TECHNICAL COURSE
- SPECIALIST TRAINING

Section C--Proficiency Training Requirements

8. Purpose. Proficiency training requirements in this career field are defined in terms of tasks and knowledge requirements. This section outlines the specialty qualification requirements for entry, award, and retention of each AFS level. The specific task and knowledge training requirements are identified in the Course Training Standard (CTS) and Training Course Index at Part II, Section A and B of this CFETP.

9. Specialty Qualification:

9.1. Entry Level Training:

9.1.1. Specialty Qualification. This information will be located in the official specialty description in AFMAN 36-2105, paragraph 3.

9.1.1.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area.)

9.1.1.2. Education. (Identify these as mandatory or desirable for award of the AFS. Text must be identical to that contained in AFMAN 36-2105.)

9.1.1.3. Training. (List the formal military training that is required for award of the AFS. Text must be identical to that contained in AFMAN 36-2105.)

9.1.1.4. Experience. (List mandatory experience requirements for award of the AFS. The addition of other information, such as CFETP/STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area.)

9.1.1.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Text must be identical to that contained in AFMAN 36-2105.)

9.1.2. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements.)

9.1.3. Implementation. (Explain how each level is awarded and when.)

9.2. Intermediate Level Training:

9.2.1. Specialty Qualification. This information will be identical to the text in the respective specialty description in AFMAN 36-2105, paragraph 3.

9.2.1.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area.)

9.2.1.2. Education. (Identify these as mandatory or desirable for award of the AFS. Text must be identical to that contained in AFMAN 36-2105.)

9.2.1.3. Training. (List the formal military training that is required for award of the AFS. Text must be identical to that contained in AFMAN 36-2105.)

9.2.1.4. Experience. (List mandatory experience requirements for award of the AFS. The addition of other information, such as CFETP/STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area.)

9.2.1.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Text must be identical to that contained in AFMAN 36-2105.)

9.2.2. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements.)

9.2.3. Implementation. (Explain how each level is awarded and when.)

9.3. Qualified Level Training:

9.3.1. Specialty Qualification. This information will be identical to the text in the respective specialty description in AFMAN 36-2105, paragraph 3.

9.3.1.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area.)

9.3.1.2. Education. (Identify these as mandatory or desirable for award of the AFS. Text must be identical to that contained in AFMAN 36-2105.)

9.3.1.3. Training. (List the formal military training that is required for award of the AFS. Text must be identical to that contained in AFMAN 36-2105.)

9.3.1.4. Experience. (List mandatory experience requirements for award of the AFS. The addition of other information, such as CFETP/STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area.)

9.3.1.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Text must be identical to that contained in AFMAN 36-2105.)

9.3.2. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements.)

9.3.3. Implementation. (Explain how each level is awarded and when.)

9.4. Staff Level Training:

9.4.1. Specialty Qualification. This information will be identical to the text in the respective specialty description in AFMAN 36-2105, paragraph 3.

9.4.1.1. Education. (Identify these as mandatory or desirable for award of the AFS. Text must be identical to that contained in AFMAN 36-2105.)

9.4.1.2. Training. List the formal military training that is required for award of the AFS. Text must be identical to that contained in AFMAN 36-2105.)

9.4.1.3. Experience. (List mandatory experience requirements for award of the AFS. The addition of other information, such as CFETP/STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area.)

9.4.1.4. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Text must be identical to that contained in AFMAN 36-2105)

9.4.2. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements.)

9.4.3. Implementation. (Explain how each level is awarded and when.)

Section D--Resource Constraints

10. Purpose. This section identifies known resource constraints which preclude optimal and desired training from being developed or conducted, including information such as cost and manpower. Narrative explanations of each resource constraint and an impact statement describing what effect each constraint has on training are included. Also included in this section are actions required, office of primary responsibility, and target completion dates. Resource constraints will be, as a minimum, reviewed and updated annually.

11. Training:

11.1. Entry Level Training:

11.1.1. Constraints. List the specific constraints.

11.1.1.1. Impact. (Describe what effect each constraint has on training.)

11.1.1.2. Resources Required. (Indicate manpower, funds, equipment, and other resources needed to meet requirements.)

11.1.1.3. Action Required. (Explicit methods to meet conditions.)

11.1.2. OPR and Target Completion Date. (Provide a focal point and a target date for planning purposes.)

11.2. Intermediate Level Training:

11.2.1. Constraints. List the specific constraints.

11.2.1.1. Impact. (Describe what effect each constraint has on training.)

11.2.1.2. Resources Required. (Indicate manpower, funds, equipment, and other resources needed to meet requirements.)

11.2.1.3. Action Required. (Explicit methods to meet conditions.)

11.2.2. OPR/Target Completion Date. (Provide a focal point and a target date for planning purposes.)

11.3. Qualified Level Training:

11.3.1. Constraints. List the specific constraints.

11.3.1.1. Impact. (Describe what effect each constraint has on training.)

11.3.1.2. Resources Required. (Indicate manpower, funds, equipment, and other resources needed to meet requirements.)

11.3.1.3. Action Required. (Explicit methods to meet conditions.)

11.3.2. OPR and Target Completion Date. (Provide a focal point and a target date for planning purposes.)

11.4. Staff Level Training:

11.4.1. Constraints. List the specific constrains.

11.4.1.1. Impact. (Describe what effect each constraint has on training.)

11.4.1.2. Resources Required. (Indicate manpower, funds, equipment, and other resources needed to meet requirements.)

11.4.1.3. Action Required. (Explicit methods to meet conditions.)

11.1.2. OPR and Target Completion Date. (Provide a focal point and a target date for planning purposes.)

Part II

Section A--Course Training Standard

1. Purpose:

1.1. The students will demonstrate the desired learning outcomes contained in this CTS.

1.2. Completion of this course is required for attaining the entry level AFS.

2. Documentation. Document and certify completion of training. (Develop a method for certifying the task knowledge items.)

3. Qualitative Requirements. **Attachment 1** contains the behavioral statement which make up the entry level course.

4. Qualification Training Requirements. (Identify methods which will be used to provide the desired training.)

5. Proficiency Designator Table (Refer to **Table A5.1.**). (This table provides course requirements and experience requirements necessary for each AFS level.)

Table A5.1. Proficiency Designator.

Proficiency Designator	Title	Course Requirements	Experience Requirements
XXXX	Entry Level	Basic Course	
XXX1	Experienced Officer	Basic course or Bridge course completed	1 year in designated duty position.
XXX2	Intermediate Level	Basic and Bridge courses completed	Minimum 2 years is designated duty position.
XXX3	Fully Qualified	Basic, Bridge courses completed, plus all training modules	24/48 months in designated duty position.
XXX4	Staff Officer		8 years experience in AFS core.

6. Recommendations. Report unsatisfactory performance of individual course graduates to identify technical school responsible for the training. Reference specific CTS paragraphs.

Section B--Training Course Index

7. Purpose.   This section of the CFETP identifies training courses available for the specialty and shows how the courses are used by each MAJCOM in their career field training programs.

8. Air Force In-Residence Courses:

8.1.   Entry Level Awarding Courses

Course Number	Title	Location	User
XXXXXXXXX-000	Undergraduate	Randolph AFB	AF

8.2.   Advanced Skills Course.   (May use rank designators)

Course Number	Title	Location	User
XXXXXXXXX-000	Staff/Operations	Randolph AFB	AF

9.   Air Force Institute of Technology Courses:

Course Number	Title	Location	User

10.   Extension Course Institute (ECI) Courses:

Course Number	Title	Location	User

11.   Exportable Courses:

Course Number	Title	Location	User

12.   Courses Under Development and Revision:

Course Number	Title	Location	User

Section C--Support Material

13.   The following list of support materials is not all inclusive; however, it covers the most frequently referenced areas.

Course Number	Title	Location	User

NOTE: There are currently no support material requirements. This area is reserved.

Section D--MAJCOM Unique Requirements

14. The following list of MAJCOM unique responses is not all inclusive; however, it covers the most frequently referenced areas.

Course Number	**Title**	**Location**	**User**

NOTE: There are currently no MAJCOM unique requirements. This area is reserved.

Attachment 6

CAREER FIELD EDUCATION AND TRAINING PLAN (ENLISTED CFETP TEMPLATE)*
(NAME OF AFSC) SPECIALTY AFSC (NUMERICAL CODE)

Table Of Contents

Supersedes:

OPR:

Approved By:

*The Training Impact Decision System (TIDES) template must be used to insure standardization of CFETP format.

1. This Career Field Education and Training Plan (CFETP) is a comprehensive education and training document that identifies life-cycle education and training requirements, training support resources, and a minimum core task requirements for this specialty. The CFETP will provide personnel a clear career path to success and will instill rigor in all aspects of career field training. NOTE: Civilians occupying associated positions will use Part II to support duty position qualification training.

2. The CFETP consists of two parts; both parts of the plan are used by supervisors to plan, manage, and control training within the career field.

2.1. Part I provides information necessary for overall management of the specialty. Section A explains how everyone will use the plan; Section B identifies career field progression information, duties and responsibilities, training strategies, and career field path; Section C associates each level with specialty qualifications (knowledge, education, training, and other); and Section D indicates resource constraints. Some examples are funds, manpower, equipment, facilities; Section E identifies transition training guide requirements for SSgt through MSgt.

2.2. Part II includes the following: Section A identifies the Specialty Training Standard (STS) and includes duties, tasks, technical references to support training, Air Education and Training Command (AETC) conducted training, wartime course and core task and correspondence course requirements; Section B contains the course objective list and training standards supervisors will use to determine if airmen satisfied training requirements; Section C identifies available support materials. An example is a Qualification training package (QTPs which may be developed to support proficiency training). These packages are identified in AFIND8, Numerical Index of Specialized Education/Training Publications; Section D identifies a training course index supervisors can use to determine resources available to support training.

Included here are both mandatory and optional courses; Section E identifies MAJCOM unique training requirements supervisors can use to determine additional training required for the associated qualification needs.

3. Using guidance provided in the CFETP will ensure individuals in this specialty receive effective and efficient training at the appropriate points in their career. This plan will enable us to train today's work force for tomorrow's jobs. At unit level, supervisors and trainers will use Part II to identify, plan, and conduct training commensurate with the overall goals of this plan.

ABBREVIATIONS AND TERMS EXPLAINED

Advanced Training (AT). Formal course which provides individuals who are qualified in one or more positions of their Air Force Specialty (AFS) with additional skills and knowledge to enhance their expertise in the career field. Training is for selected career airmen at the advanced level of the AFS.

Career Field Education Training Plan (CFETP). A CFETP is a comprehensive, multipurpose document encapsulating the entire spectrum of education and training for a career field. It outlines a logical growth plan that includes training resources and is designed to make career field training identifiable, to eliminate duplication, and to ensure this training is budget defensible.

Core Task. A task AFCFMs identify as a minimum qualification requirement within an Air Force specialty or duty position.

Course Objective List (COL). A publication, derived from initial and advanced skills course training standard, identifying the tasks and knowledge requirements, and respective standards provided to achieve a 3-or 7-skill level in this career field. Supervisors use the COL to assist in conducting graduate evaluations in accordance with AFI 36-2201, Developing, Managing, and Conducting Military Training Programs.

Exportable Training. Additional training via computer assisted, paper text, interactive video, or other necessary means to supplement training.

Initial Skills Training. A formal resident course which results in award of the entry level.

On-the-Job Training (OJT). Hands-on, over-the-shoulder training conducted to certify personnel in both upgrade (skill level award) and job qualification (duty position certification) training.

Qualification Training (QT). Actual hands-on task performance training designed to qualify an individual in a specific duty position. This portion of the dual channel on-the-job training program occurs both during and after the upgrade training process. It is designed to provide the performance skills required to do the job.

Qualification Training Package (QTP). An instructional package designed for use at the unit to qualify, or aid qualification, in a duty position or program, or on a piece of equipment. It may be printed, computer-based, or in other audiovisual media.

Resource Constraints. Resource deficiencies, such as money, facilities, time, manpower, and equipment that preclude desired training from being delivered.

Specialty Training Standard (STS). An Air Force publication that describes an Air Force specialty in terms of tasks and knowledge which an airman in that specialty may be expected to perform or to know how on the job, and identifies the training provided to achieve a 3-, 5-, and 7-skill level within an enlisted

AFS. It further serves as a contract between AETC and the functional user to show which of the overall training requirements for an Air Force specialty code (AFSC) are taught in formal schools and correspondence courses.

Upgrade Training (UGT). Mandatory training which leads to attainment of higher level of proficiency.

Section A--General Information

1. Purpose. This CFETP provides the information necessary for Air Force Career Field Managers (AFCFM), MAJCOM functional managers (MFM), commanders, training managers, supervisors and trainers to plan, develop, manage, and conduct an effective and efficient career field training program. The plan outlines the training that individuals in this AFS should receive in order to develop and progress throughout their career. This plan identifies initial skills, upgrade, qualification, advanced, and proficiency training. Initial skills training is the AFS specific training an individual receives upon entry into the Air Force or upon retraining into this specialty for award of the 3-skill level. Normally, this training is conducted by AETC at one of the technical training centers. Upgrade training identifies the mandatory courses, task qualification requirements, and correspondence course completion requirements for award of the 3-, 5-, 7-, 9-skill level. Qualification training is actual hands-on task performance training designed to qualify an airman in a specific duty position. This training program occurs both during and after the upgrade training process. It is designed to provide the performance skills/knowledge required to do the job. Advanced training is formal specialty training used for selected airmen. Proficiency training is additional training, either in-residence or exportable advanced training courses, or on-the-job training, provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade. The CFETP has several purposes: some are:

1.1. Serves as a management tool to plan, manage, conduct, and evaluate a career field training program. Also, it is used to help supervisors identify training at the appropriate point in an individual's career.

1.2. Identifies task and knowledge training requirements for each skill level in the specialty and recommends education and training throughout each phase of an individual's career.

1.3. Lists training courses available in the specialty, identifies sources of training, and the training delivery method.

1.4. Identifies major resource constraints which impact full implementation of the desired career field training process.

2. Uses. The plan will be used by MFM and supervisors at all levels to ensure a comprehensive and cohesive training programs are available for each individual in the specialty.

2.1. AETC training personnel will develop or revise formal resident, non-resident, field and exportable training based upon requirements established by the users and documented in Part II of the CFETP. They will also work with the AFCFM to develop acquisition strategies for obtaining resources needed to provide the identified training.

2.2. MFMs will ensure their training programs complement the CFETP mandatory initial, upgrade, and proficiency requirements. Identified requirements can be satisfied by OJT, resident training, contract training or exportable courses. MAJCOM-developed training to support this AFSC must be identified for inclusion into the plan.

2.3. Each individual will complete the mandatory training requirements specified in this plan. The list of courses in Part II will be used as a reference to support training.

3. Coordination and Approval. The AFCFM is the approval authority. MAJCOM representatives and AETC training personnel will identify and coordinate on the career field training requirements. The

AETC training manager for this specialty will initiate an annual review of this document by AETC and MFMs to ensure currency and accuracy. Using the list of courses in Part II, they will eliminate duplicate training.

Section B--Career Progression And Information

4. Specialty Description:

4.1. Specialty Summary. Refer to AFMAN 36-2108, paragraph 1 .

4.2. Duties and Responsibilities. Refer to AFMAN 36-2108, paragraph 2. List duties and responsibilities individually and describe.

5. Skill and Career Progression. Adequate training and timely progression from the apprentice to the superintendent level play an important role in the Air Force's ability to accomplish its mission. It is essential that everyone involved in training must do their part to plan, manage, and conduct an effective training program. The guidance provided in this part of the CFETP will ensure each individual receives viable training at appropriate points in their career.

5.1. Apprentice (3) Level. (Provide an outline of activities for award of this level and to progress to the next skill level. Activities may consist of academic, PME, or experience requirements.)

5.2. Journeyman (5) Level. (Provide an outline of activities for award of this level and to progress to the next skill level. Activities may consist of academic, PME, or experience requirements.)

5.3. Craftsman (7) Level. (Provide an outline of activities for award of this level and to progress to the next skill level. Activities may consist of academic, PME, or experience requirements.)

5.4. Superintendent (9) Level. (Provide an outline of activities for award of this level. Activities may consist of academic, PME, or experience requirements.)

6. Training Decisions. The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the (identify name of AFS) career field. The spectrum includes a strategy for when, where, and how to meet the training requirements. The strategy must be apparent and affordable to reduce duplication of training and eliminate a disjointed approach to training. (Place a comment identifying where the training decisions were made.).

6.1. Initial Skills. (Initial and Entry level training will usually be developed and taught by AETC)

6.2. Five-Level Upgrade Requirements. (Provide a sequence of events to meet requirements to obtain the skill level AFS.)

6.3. Seven-Level Upgrade Training Requirements. (Provide a sequence of events to meet requirements to obtain the skill level AFS.)

6.4. Proficiency Training. (Discuss follow-on training available to provide career broadening.)

7. Community College of the Air Force. Enrollment in CCAF occurs upon completion of basic military training. CCAF provides the opportunity to obtain an Associates in Applied Sciences Degree. In addition to its associate degree program, CCAF offers the following:

7.1. Occupational Instructor Certification. Upon completion of instructor qualification training, consisting of the instructor methods course and supervised practice teaching, CCAF instructors who possess an associates degree or higher may be nominated by their school commander and commandant for certification as an occupational instructor.

7.2. Trade Skill Certification. When a CCAF student separates or retires, a trade skill certification is awarded for the primary occupational specialty. The College uses a competency based assessment process for trade skill certification at one of four proficiency levels: Apprentice, Journeyman, Craftsman/ Supervisor, or Master Craftsman/Manager. All are transcribed on the CCAF transcript.

7.3. Degree Requirements: All airmen are automatically entered into the CCAF program. Prior to completing an associate degree, the 5 level must be awarded and the following requirements must be met:

	Semester Hours
Technical Education	24
Leadership, Management, and Military Studies	6
Physical Education	4
General Education	15
Program Elective	15
Technical Education; Leadership, Management, and Military Studies; or General Education	
Total	64

7.3.1. Technical Education (24 semester hours): A minimum of 12 semester hours of Technical Core subjects and courses must be applied and the remaining semester hours applied from technical Core/Technical Elective subjects and courses. (Identify any additional areas.)

7.3.2. Leadership, Management, and Military Studies (6 semester hours): Professional military education and/or civilian management courses.

7.3.3. Physical Education (4 semester hours): This requirement is satisfied by completion of Basic Military Training.

7.3.4. General Education (15 semester hours): Applicable courses must meet the criteria for application of courses to the General Education Requirements (GER) and be in agreement with the definitions of applicable General Education subject/courses as provided in the CCAF General Catalog.

7.3.5. Program Elective (15 Semester Hours): Satisfied with applicable Technical Education; Leadership, Management, and Military Studies; or General Education subjects and courses, including natural science courses meeting GER application criteria. Six semester hours of CCAF degree applicable technical credit otherwise not applicable to this program may be applied. See the CCAF General Catalog for details regarding the Associates of Applied Sciences for this specialty.

7.4. Additional off-duty education is a personal choice that is encouraged for all. Individuals desiring to become an AETC Instructor should be actively pursuing an associates degree. A degreed faculty is necessary to maintain accreditation through the Southern Association of Colleges and Schools.

8. Career Field Path. (Must be simple enough for everyone in the career field to understand.)

8.1. Manpower Table (Refer to **Table A6.1.**). (Method available to display resources.)

Table A6.1. Manpower Table.

	CMSgt	SMSgt	MSgt	TSgt	SSgt	SrA	A1C	Amn	AB
Base Level	X	X	X	X	X	X	X	X	X
MAJCOM Staff	X	X	X	X	X	X	X	X	X
HQ USAF Staff	X	X	X	X	X	X	X	X	X
FOA/DRU	X	X	X	X	X	X	X	X	X
Total	XX	XX	XX	XX	XX	XX	XX	XX	XX

8.2. Enlisted Career Path.

Table A6.2. Enlisted Career Path

Education and Training Requirements	GRADE REQUIREMENTS			
	Rank	Average Sew-On	Earliest Sew-On	High Year Of Tenure (HYT)
Basic Military Training School				
Apprentice Technical School (3-Skill Level)	Amn A1C	6 months 16 months		
Upgrade To Journeyman (5 Skill Level) - Complete 6 months duty position and apprentice experience **before** beginning journeyman training. - Minimum 12 months on-the-job training. - Complete appropriate CDC if and when available. - Sew-on SrA for award of the 5-skill level.	SrA	3 years	28 months	10 Years
Airman Leadership School (ALS) - Must be a SrA with 48 months time in service or be a SSgt Selectee. - Resident graduation is a prerequisite for SSgt sew-on (Active Duty Only).	Trainer - ALS graduate - Possess the same AFSC at a higher skill level than the trainee, and be certified to train others. - Must attend formal OJT Trainer Training and appointed by Commander.			
Upgrade To Craftsman (7-Skill Level) - Minimum rank of SSgt. - 18 months OJT. - Complete appropriate CDC if/when available. - Advanced Technical School.	SSgt	7.5 years	3 years	20 Years
	Certifier - Possess at least a 7-skill level in the same AFSC, if possible but not required. - Attend formal OJT Certifier Course and appointed by Commander. - Be a person other than the trainer.			

Noncommissioned Officer Academy (NCOA) - Must be a TSgt or TSgt Selectee. - Resident graduation is a prerequisite for MSgt sew-on (Active Duty Only).	TSgt MSgt	12.5 years 16 years	5 years 8 years	20 years 24 years
USAF Senior NCO Academy (SNCOA) - Must be a SMSgt or SMSgt Selectee. - Resident graduation is a prerequisite for CMSgt sew-on (Active Duty Only).	SMSgt	19.2 years	11 years	26 Years
Upgrade To Superintendent (9-Skill Level) - Minimum rank of SMSgt. - Must be a resident graduate of SNCOA (Active Duty Only).	CMSgt	21.5 years	14 years	30 years

Section C--Skill Level Training Requirements

9. Purpose. Skill level training requirements in this career field are defined in terms of tasks and knowledge requirements. This section outlines the specialty qualification requirements for each skill level in broad, general terms and establishes the mandatory requirements for entry, award, and retention of each skill level. The specific task and knowledge training requirements are identified in the STS at Part II, Section A and B of this CFETP.

10. Specialty Qualification:

10.1. Apprentice Level Training:

10.1.1. Specialty Qualification. This information will be located in the official specialty description in AFMAN 36-2108, paragraph 3.

10.1.1.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area.)

10.1.1.2. Education. (Identify these as mandatory or desirable for award of the AFSC. Text must be identical to that contained in AFMAN 36-2108.)

10.1.1.3. Training. (List the formal military training that is required for award of the AFSC. Text must be identical to that contained in AFMAN 36-2108.)

10.1.1.4. Experience. (List mandatory experience requirements for award of the 3-skill level. The addition of other information, such as CFETP/STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area.)

10.1.1.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. . Text must be identical to that contained in AFMAN 36-2108.)

10.1.2. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements.)

10.1.3. Implementation. (Explain how each skill level is awarded and when.)

10.2. Journeyman Level Training:

10.2.1. Specialty Qualification. This information will be located in the official specialty description in AFMAN 36-2108, paragraph 3.

10.2.1.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area.)

10.2.1.2. Education. (Identify these as mandatory or desirable for award of the AFSC. Text must be identical to that contained in AFMAN 36-2108.)

10.2.1.3. Training. (List the formal military training that is required for award of the AFSC. Text must be identical to that contained in AFMAN 36-2108.)

10.2.1.4. Experience. (List mandatory experience requirements for award of the 5-skill level. The addition of other information, such as CFETP/STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area.)

10.2.1.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Text must be identical to that contained in AFMAN 36-2108.)

10.2.2. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements.)

10.2.3. Implementation. (Explain how each skill level is awarded and when.)

10.3. Craftsman Level Training:

10.3.1. Specialty Qualification. This information will be located in the official specialty description in AFMAN 36-2108, paragraph 3.

10.3.1.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area.)

10.3.1.2. Education. (Identify these as mandatory or desirable for award of the AFSC. Text must be identical to that contained in AFMAN 36-2108.)

10.3.1.3. Training. (List the formal military training that is required for award of the AFSC. Text must be identical to that contained in AFMAN 36-2108.)

10.3.1.4. Experience. (List mandatory experience requirements for award of the 7-skill level. The addition of other information, such as CFETP/STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area.)

10.3.1.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. . Text must be identical to that contained in AFMAN 36-2108.)

10.3.2. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements.)

10.3.3. Implementation. (Explain how each skill level is awarded and when.)

10.4. Superintendent Level Training:

10.4.1. Specialty Qualification. This information will be located in the official specialty description in AFMAN 36-2108, paragraph 3.

10.4.1.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area.)

10.4.1.2. Education. (Identify these as mandatory or desirable for award of the AFSC. Text must be identical to that contained in AFMAN 36-2108.)

10.4.1.3. Training. (List the formal military training that is required for award of the AFSC. Text must be identical to that contained in AFMAN 36-2108.)

10.4.1.4. Experience. (List mandatory experience requirements for award of the 9-skill level. The addition of other information, such as CFETP/STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area.)

10.4.1.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. . Text must be identical to that contained in AFMAN 36-2108.)

10.4.2. Training Sources/Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements.)

10.4.3. Implementation. (Explain how each skill level is awarded and when.)

Section D--Resource Constraints

11. Purpose. This section identifies known resource constraints which preclude optimal and desired training from being developed or conducted, including information such as cost and manpower. Narrative explanations of each resource constraint and an impact statement describing what effect each constraint has on training are included. Also included in this section are actions required, office of primary responsibility, and target completion dates. Resource constraints will be, as a minimum, reviewed and updated annually.

12. Apprentice Level Training:

12.1. Constraints:

12.1.1. Impact. (Describe what effect each constraint has on training.)

12.1.2. Resources Required. (Indicate manpower, funds, equipment, and other resources needed to meet requirements.)

12.1.3. Action Required. (Explicit methods to meet conditions.)

12.2. OPR and Target Completion Date. (Provide a focal point and a target date for planning purposes.)

13. Five Level Training:

13.1. Constraints:

13.1.1. Impact. (Describe what effect each constraint has on training.)

13.1.2. Resources Required. (Indicate manpower, funds, equipment, and other resources needed to meet requirements.)

13.1.3. Action Required. (Explicit methods to meet conditions.)

13.2. OPR and Target Completion Date. (Provide a focal point and a target date for planning purposes.)

14. Seven Level Training:

14.1. Constraints:

14.1.1. Impact. (Describe what effect each constraint has on training.)

14.1.2. Resources Required. (Indicate manpower, funds, equipment, and other resources needed to meet requirements.)

14.1.3. Action Required. (Explicit methods to meet conditions.)

14.2. OPR and Target Completion Date. (Provide a focal point and a target date for planning purposes.)

Section E--Transitional Training Guide

15. Purpose. This transition guide will lay the direction and control to prepare our personnel for the 21st century. Also, tomorrow's challenges will be measured by how well we plan today, and our strength and direction are assured only through proper training. Only your genuine commitment to meeting this challenge head on will ensure the Air Force and our specialty benefit fully.

16. Conditions:

16.1. Duration. (Identify length of the program and, if appropriate, inclusive dates.)

16.2. Target Group. (Identify range of grades effected. Discuss how the following phases of training will be effected: 3-, 5-, and 7-skill level trainees, upgrade, and proficiency training requirements.)

17. Transition Training Plan (TTP) Administration. (Explain how the implement, manage, and control the overall program.)

17.1. Requirements. (Use CFETP Part II, Section A to identify requirements.)

17.2. Training Methods. (Explain the method used for training (i.e., coach-pupil, classroom) and any limitations on group composition.)

17.3. Certification Requirements. (Specify criteria for the trainer and certifier to properly administer the program.)

17.4. Program Management. (Consider how the training will be accomplished, i.e., special experience identifiers.)

18. Status Reporting. Base functional managers will report TTP status to their MFM quarterly, by the 5th duty day of February, May, August, and November, for the entire transition training period. MFMs will report TTP status to AFCFM semiannually, by the 15th of May and November, for the entire transition training period. When reporting, use the following format: (Design format for the report.)

Part II

Section A--Specialty Training Standard

1. Implementation. This STS will be used for technical training provided by AETC for classes beginning (date) and graduating (date).

2. Purpose. As prescribed in AFI 36-2201, this STS (refer to **Figure A6.1.-Figure A6.3.**):

2.1. Lists in the column 1 (Task, Knowledge, and Technical Reference) the most common tasks, knowledge, and technical references (TR) necessary for airman to perform duties in the 3-, 5-, and 7-skill level. Number task statements sequentially i.e., 1.1., 1.2., 2.1. Column 2 (Core Tasks) identifies, by asterisk (*), specialty-wide training requirements.

2.2. Provides certification for OJT. Column 3 is used to record completion of tasks and knowledge training requirements. Use automated training management systems to document technician qualifications, if available. Task certification must show a certification/completed date. (As a minimum, use the following column designators: Training Complete, Certifier Initials)

2.3. Shows formal training and correspondence course requirements. Column 4 shows the proficiency to be demonstrated on the job by the graduate as a result of training on the task and knowledge and the career knowledge provided by the correspondence course. See CADRE/AFSC/CDC listing maintained by the unit training manager for current CDC listings.

2.4. Qualitative Requirements. **Attachment 1** contains the proficiency code key used to indicate the level of training and knowledge provided by resident training and career development courses. (For this template, refer to **Figure A6.1.** and **Figure A6.2.**)

2.5. Becomes a job qualification standard (JQS) for on-the-job training when placed in AF Form 623, On-The-Job Training Record, and used according to AFI 36-2201. When used as a JQS, the following requirements apply:

2.5.1. Documentation. Document and certify completion of training. Identify duty position requirements by circling the subparagraph number next to the task statement. As a minimum, complete the following columns in Part 2 of the CFETP: Training Completed, Trainee Initials, Trainer Initials, Certifier Initials (if applicable). (For this template, refer to **Figure A6.2.**) An AFJQS may be used in lieu of Part II of the CFETP only upon approval of the AFCFM. NOTE: The AFCFM may supplement these minimum documentation procedures as needed or deemed necessary for their Career Field.

2.5.1.1. Converting from Old Document to CFETP. Use the new CFETP to identify and certify all past and current qualifications. For those tasks previously certified and required in the current duty position, evaluate current qualifications and, when verified, recertify using current date as completion date and enter certifier's initials. For previous certification on tasks not required in the current duty position, carry

forward only the previous completion date. If and when these tasks become a duty position requirement, recertify with current date and certifier's initials.

2.5.1.2. Documenting Career Knowledge. When a CDC is not available: the supervisor identifies STS training references that the trainee requires for career knowledge and ensures, as a minimum, that trainees cover the mandatory items in AFI 36-2108. For two-time CDC course exam failures: supervisors identify all STS items corresponding to the areas covered by the CDC. The trainee completes a study of STS references, undergoes evaluation by the task certifier, and receives certification on the STS. NOTE: Career Knowledge must be documented prior to submitting a CDC waiver.

2.5.1.3. Decertification and Recertification. When an airman is found to be unqualified on a task previously certified for his or her assigned position, the supervisor lines through the previous certification or deletes previous certification when using automated system. Appropriate remarks are entered on the AF Form 623A, On-The-Job Training Record Continuation Sheet, as to the reason for decertification. The individual is recertified (if required) either by erasing the old entries and writing in the new or by using correction fluid (if the entries were made in ink) over the previously certified entry.

2.5.2. Training Standard. Tasks are trained and qualified to the go/no go level. Go means the individual can perform the task without assistance and meet local demands for accuracy, timeliness, and correct use of procedures.

2.6. Is a guide for development of promotion tests used in the Weighted Airman Promotion System (WAPS). Specialty Knowledge Tests (SKT) are developed at the USAF Occupational Measurement Squadron by senior NCOs with extensive practical experience in their career fields. The tests sample knowledge of STS subject matter areas judged by test development team members as most appropriate for promotion to higher grades. Questions are based upon study references listed in the WAPS catalog. Individual responsibilities are in chapter 14 of AFI 36-2606, US Air Force Reenlistment, Retention, and NCO Status Programs (formerly AFR 35-16, volume 1). WAPS is not applicable to the Air National Guard.

3. Recommendations. Report unsatisfactory performance of individual course graduates to (identify complete AETC technical school's mailing address). Reference specific STS paragraphs.

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

(List all attachments)

Figure A6.1. Sample Heading for STSs.

This Block Is For Identification Purposes Only.			
Name Of Trainee			
Printed Name (Last, First, Middle Initial)		Initials (Written)	SSN
Printed Name Of Certifying Official And Written Initials			
N/I		N/I	
N/I		N/I	
N/I		N/I	

Figure A6.2. Qualitative Requirements.

SAMPLE QUALITATIVE REQUIREMENTS

Proficiency Code Key		
	Scale Value	**Definition: The individual**
Task Performance Levels	1	Can do simple parts of the task. Needs to be told or shown how to do most of the task. (extremely limited)
	2	Can do most parts of the task. Needs only help on hardest parts. (partially proficient)
	3	Can do all parts of the task. Needs only a spot check of completed work. (competent)
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (highly proficient)
*Task Knowledge Levels	a	Can name parts, tools, and simple facts about the task. (nomenclature)
	b	Can determine step by step procedures for doing the task. (procedures)
	c	Can identify why and when the task must be done and why each step is needed. (operating principles)
	d	Can predict, isolate, and resolve problems about the task. (advanced theory)
**Subject Knowledge Levels	A	Can identify basic facts and terms about the subject. (facts)
	B	Can identify relationship of basic facts and state general principles about the subject. (principles)
	C	Can analyze facts and principles and draw conclusions about the subject. (analysis)
	D	Can evaluate conditions and make proper decisions about the subject. (evaluation)

Explanations
* A task knowledge scale value may be used alone or with a task performance scale value to define a level of knowledge for a specific task. (Example: b and 1b)
** A subject knowledge scale value is used alone to define a level of knowledge for a subject not directly related to any specific task, or for a subject common to several tasks.
- This mark is used alone instead of a scale value to show that no proficiency training is provided in the course or CDC.
X This mark is used alone in course columns to show that training is required but not given due to limitations in resources.

NOTE: All tasks and knowledge items shown with a proficiency code are trained during war time.

Figure A6.2. Continued.

Behavioral Statement STS Coding System	
Code	**Definition**
K	Subject Knowledge Training - The verb selection identifies the individual's ability to identify facts, state principles, analyze, or evaluate the subject.
P	Performance Training - Identifies that the individual has performed the task to the satisfaction of the course; however, the individual may not be capable of meeting the filed requirements for speed and accuracy.
pk	Performance Knowledge Training - The verb selection identifies the individual's ability to relate simple facts, procedures, operating principles, and operational theory for the task.
-	No training provided in the course or CDC.
X	Training is required but not provided due to limitations in resources.
Each STS element is written as a behavioral statement. The detail of the statement and verb selection reflects the level of training provided by resident training and career development courses.	

Figure A6.3. STS Worksheet (Template).

1. Tasks, Knowledge And Tech nical Refer- ences	2. Core Tasks	3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/ Information Provided					
		A	B	C	D	E	A 3 Skill Level		B 5 Skill Level		C 7 Skill Level	
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
1. Education and Training Career Field												
1.1. Career Field Struc- ture												
1.2. Duties of AFSC 3S2XX												

Section B--Course Objective List

4. Measurement. Each objective is indicated as follows: W indicates task or subject knowledge which is measured using a written test, PC indicates required task performance which is measured with a performance progress check, and PC/W indicates separate measurement of both knowledge and performance elements using a written test and a performance progress check.

5. Standard. The standard is 70% on written examinations. Standards for performance measurement are indicated in the objective and delineated on the individual progress checklist. Instructor assistance is provided as needed during the progress check, and students may be required to repeat all or part of the behavior until satisfactory performance is attained.

6. Proficiency Level. Most task performance is taught to the "2b" proficiency level which means the student can do most parts of the task, but does need assistance on the hardest parts of the task (partially proficient). The student can also determine step by step procedures for doing the task.

7. Course Objective. These objectives are listed in the sequence taught by Block of Instruction.

7.1. Initial Skills Course:

7.1.1. Block I. (Title)

(Section number, objective and behavioral statement, STS references, and type of measurement)

7.1.2. Block II. (Title)

(Section number, objective and behavioral statement, STS references, and type of measurement)

7.2. Advanced Skills Course:

7.2.1. Block I. (Title)

(Section number, objective and behavioral statement, STS references, and type of measurement)

7.2.2. Block II. (Title)

(Section number, objective and behavioral statement, STS references, and type of measurement)

<div align="center">OR</div>

NOTE: There is currently no advanced course. This area is reserved.

Section C--Support Material

8. The following list of support materials is not all inclusive; however, it covers the most frequently referenced areas.

Course Number	Course Title	Developer

<div align="center">OR</div>

NOTE: There are currently no support material requirements. This area is reserved.

Section D--Training Course Index

9. Purpose. This section of the CFETP identifies training courses available for the specialty and shows how the courses are used by each MAJCOM in their career field training programs.

10. Air Force In-Residence Courses

Course Number	Title	Location	User
XXXXXXXXX-000	Undergraduate	Randolph AFB	AF

11. Extension Course Institute (ECI) Courses

Course Number	Title	Location	User

12. Exportable Courses

Course Number	Title	Location	User

13. Courses Under Development/Revision

Course Number	Title	Location	User

Section E--Majcom Unique Requirements

14. The following list of MAJCOM unique responses is not all inclusive; however, it covers the most frequently referenced areas.

Course Number	Course Title	Location

OR

NOTE: There are currently no MAJCOM unique requirements. This area is reserved.